DOCUMENT RESUME

ED 237 750 CE 037 787

AUTHOR Bell, Camille G.; Glosson, Linda R.
TITLE Effectiveness of Consumer and Homemaking Education in Texas. Final Report.
INSTITUTION Texas Tech Univ., Lubbock.
SPONS AGENCY Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE Jun 83
NOTE 123p.; Document Control Number 852/5/28/82-060.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Consumer Education; Educational Research; *Home Economics; *Program Effectiveness; *Relevance (Education); Secondary Education; State Surveys; *Student Attitudes
IDENTIFIERS Texas

ABSTRACT

A study measured the effectiveness of secondary consumer and homemaking education in Texas. Focus was on former students' perceptions of the usefulness of the knowledge and skills needed for the occupation of homemaking taught in consumer and homemaking education. Another objective was to determine if specific demographic variables affected former students' perceptions. A data collection instrument was mailed to a stratified random sample of approximately 1,800 out-of-school youth and adults who were last enrolled in consumer and homemaking education in secondary schools between 1974 and 1978. A random sample of 10 percent of the respondents was contacted for telephone interviews. Based on study findings these conclusions were drawn: consumer and homemaking education is useful to students in their personal lives and in their employment; all subject areas are useful; subject areas are useful regardless of students' ethnic heritage, marital status, number of children, educational level, or the size of the community in which they live; knowledge and skills gained are useful over an extended period of time; consumer and homemaking education is effective in schools of all sizes; and indepth study within a subject area increases its perceived usefulness. (Instruments are appended.) (YLB)

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Final Report

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Project Director

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EFFECTIVENESS OF CONSUMER AND HOMEMAKING EDUCATION IN TEXAS

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U.S. DEPARTMENT OF EDUCATION
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CE037287

FINAL REPORT

DOCUMENT CONTROL NUMBER 852/5/28/82-060

EFFECTIVENESS OF CONSUMER AND HOMEMAKING EDUCATION IN TEXAS

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June 1983

The research reported herein was performed pursuant to a grant from the Research Coordinating Unit, Department of Occupational and Technical Education, Texas Education Agency, Austin, Texas.

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ACKNOWLEDGEMENTS

The funds for this research were provided by the Research Coordinating Unit of the Department of Occupational Education and Technology, Texas Education Agency. Paul Myers, Occupational Educational Specialist II, provided general guidance for the project.

Encouragement and support for the project were provided initially by Jean Barton, then by Judy Hetherly, through the position of Director of Vocational Home Economics Education, Texas Education Agency.

The members of the Advisory Council provided input and guidance regarding the project.

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The area facilitators gave generously of their time in providing advise regarding data collection and in selecting teachers in their areas to participate in the study. Their enthusiastic approach to obtaining teachers' assistance in data collection was most appreciated. Sincere appreciation goes to:

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For their tireless efforts in selecting, locating, and contacting former students to complete the survey instrument, a note of thanks goes to the 82 Consumer and Homemaking Education teachers who took part in the study. A complete list of participating teachers may be found in Appendix C.

Applause also goes to all of the former students who took the time to fill out the lengthy questionnaire concerning how they had used Consumer and Homemaking Education in their personal lives and to those who participated in the telephone surveys. We are especially appreciative of their efforts, for without them this study would not have been possible.

Adrienne Blanchard, Graduate Research Assistant, Texas Tech University, worked on the project with enthusiasm and dedication. Her untiring efforts in conducting the telephone interviews with former students were most valuable to the project.

Sincere appreciation is due Linda Mahoney, project secretary, for her dedication and competent efforts in organizing and coding data, typing the final report, and contributing in many other ways.

Janis Lovell, Information Specialist, Home Economics Curriculum Center, Texas Tech University, assisted with the statistical programs for preliminary data analysis. C.W. Baugh, Statistical Consultant, Texas Tech University Computer Center, completed the statistical programs for the final data analysis.

This report is dedicated to these persons who have cooperated so graciously throughout the project. It is the sincere wish of the project directors that the study will be utilized to make Consumer and Homemaking Education in Texas even more effective in the future than it has been proven to be in the past.

Camille G. Bell, Project Director

Linda R. Glosson, Project Co-Director

June, 1983

Chapter I

Overview of Study

Productivity is predicted by many educators as being the central problem in education for the remainder of the decade. Consumer and Homemaking Education is no exception. Since the 1976 Amendments to the Vocational Reauthorization Act in 1965 (P.L. 94-482), Consumer and Homemaking Education has been under scrutiny to determine how effectively it prepares males and females for the occupation of homemaking.

The need for a study to determine the effectiveness of secondary Consumer and Homemaking Education was first identified by Congress in the Education Amendments of 1976 (P.L. 94-482). These amendments specify the following for an inquiry into the effectiveness of vocational education:

1) Assessment of program quality and effectiveness,

2) Review and evaluation of the effectiveness of Consumer and Homemaking Education programs.

Congress specifically set aside 10 percent of the funds for a vocational education study for a review and evaluation of the effectiveness of Consumer and Homemaking Education programs. The Vocational Education Study was conducted by the National Institute of Education (Hendrickson and David, 1980). This national-level study dealt with how selected states had met the legislative mandates for Consumer and Homemaking Education.

Consumer and Homemaking Education curriculum and instruction at the secondary level are designed to prepare students, male and female, for the occupation of homemaking. In Texas, local evaluation at the student operational level has occurred regularly and has impacted on the state through recommended changes in curriculum and instructional strategies. However, a statewide

assessment of the effectiveness of the preparation for the occupation of homemaking has never been conducted in Texas.

As policy makers in Texas address the problems of the state and national economy, it is imperative that each program of vocational education collect data which addresses accountability. At a time when vocational education is viewed as a major contributor to the economic development of Texas, it is important to determine the impact of Consumer and Homemaking Education, which is an integral part of vocational education, on pressing societal needs. The abilities of families and individuals to cope with, adapt to, manage, or alter personal and family situations affect their performance in the occupation of homemaking as well as in occupations in business and industry.

The legislative mandate (P.L. 94-482, 1976) to evaluate Consumer and Homemaking Education provided an incentive to initiate studies to answer questions about program effectiveness. Cross (1979) suggested that evaluation of Consumer and Homemaking Education programs should focus upon how well former students were prepared for the occupation of homemaking. According to Griggs and McFadden (1980), criteria for studies of the effectiveness of Consumer and Homemaking Education should include the following: 1) the research must have an evaluation component; 2) research subjects must be secondary students or adults who either are or have been enrolled in vocationally funded Consumer and Homemaking Education programs; and 3) the programs studied must teach content in one or more of the areas qualified to receive Consumer and Homemaking Education funds as prescribed under P.L. 94-482.

Review of Related Research

Several studies evaluating various aspects of Consumer and Homemaking Education were located. Summaries of these studies follow.

Cross Study

In a study of homemakers conducted by Cross (1971) findings, in general, showed some differences according to perceived effectiveness and enrollment in Consumer and Homemaking Education at the high school level. Effectiveness also increased with the number of years of enrollment in Consumer and Homemaking Education, participation in homemaker clubs, and amount of time devoted in the parental home to teaching homemaker responsibilities. Another finding was that employed homemakers who had had several years of Consumer and Homemaking Education in high school had somewhat better scores than those who did not. Another aspect of the study by Cross was the relative importance attached by homemakers to the different competencies needed. Competencies reported as most important were in the area of child, family, and community relationships and in the area of resource management.

Illinois Study

The most definitive study of secondary Consumer and Homemaking Education published to date was conducted in 1974-75 for the Illinois Office of Education by IBEX, a consulting firm in Virginia. The study was commissioned to look particularly at the effectiveness of the consumer education component of Consumer and Homemaking Education. Conducted in districts identified as economically depressed and with high unemployment areas, it included 128 schools which had contracted for approval of funding in Consumer and Homemaking Education. Thus schools in the study were representative of areas which met at least one of the Illinois criteria for qualifying as disadvantaged, i.e., high unemployment or large numbers on assistance programs (Illinois Office of Education, 1975, p. 2). In each district, instruments developed for the study

were administered to at least one full class of students currently in Consumer and Homemaking Education and a group of 15 students who had not had or were not taking Consumer and Homemaking Education.

The Illinois Study (1974-75) was extensive and looked at a variety of dimensions. A large portion of the report was devoted to the importance of the affective dimension of education in general and Consumer and Homemaking Education in particular. In discussing the relation between achievement and interest, the authors suggested that the action-oriented approach typical of the better Consumer and Homemaking Education programs may very well have been responsible for the student interest. Active participation facilitated learning and the learning increased interest, rather than the reverse. Thus, the Illinois Study (1974) suggested that if programs emphasize action-oriented activities to promote student learning, interest will be the by-product.

Another finding of the Illinois Study (1974-75) was the importance of activity and of successful experiences to the low achieving, low self-concept student. The researchers noted this is an important component of Consumer and Homemaking Education and suggested that this dimension be reinforced. They noted further that positive attitudes of achievement and self-concept do not develop in a short period of time; therefore, students should be exposed to the experiences over one to two years. The importance of successful experiences to students entering the work force immediately after high school was expressed as a particular concern since the group with low self-concept and low achievement is the group most likely to immediately enter the work force.

Waicis Study

Waicis (1976) conducted another state-wide study in Pennsylvania which evaluated the effectiveness of Part F of the Vocational Education Amendments of 1968, improving consumer education in Vocational Home Economics Education. Since Waicis believed that factual knowledge has limited value to consumers, the study was designed to identify programs which emphasized choice and decision making, sometimes called process objectives. In addition to looking at effectiveness of consumer education generally, she compared funded and non-funded programs. Respondents in the stratified sample included 50 teachers from federally funded programs and 41 from non-funded programs. Waicis found that funded programs were more likely to have a separate consumer education course and that consumer education received more emphasis in the upper grade levels.

Indiana Study

A recent study contracted by Vocational Education Services, Department of Vocational Education, Indiana University (1981) included two survey instruments, the Knowledge and Skills Inventory and the Experience Inventory, which were sent to former secondary-level students enrolled in Consumer and Homemaking Education programs during 1974 through 1978. Objectives of the Indiana Study were: 1) to measure the extent to which former Consumer and Homemaking Education students felt that the problem-solving and decision-making knowledge and skills identified were developed through Consumer and Homemaking Education classes, and 2) to measure former Consumer and Homemaking Education students' perceptions of the usefulness of the knowledge and skills gained in Consumer and Homemaking Education classes for dealing with real life problem-solving situations.

The two surveys in the Indiana study included eight subject matter categories: general management of resources, consumer decisions, interpersonal

relations and child development, nutrition/food, family health, housing, textiles and clothing, and community involvement and employment. Each of the eight categories was treated as a subscale of the Knowledge and Skills Inventory. Each subscale was composed of from 5 to 13 topical items which respondents were asked to evaluate in terms of "learned a lot," "learned an average amount," or "learned little." For each item, respondents also had the option of stating they had not taken the course.

Responses to items on the Knowledge and Skills Inventory were scored as follows: learned little = 3, learned an average amount = 4, and learned a lot = 5. Subscale means were as follows: general management of resources, 4.1; consumer decisions, 4.0; interpersonal relations and child development, 4.2; nutrition/food, 4.3; family health, 4.0; housing, 3.9; textiles and clothing, 4.3; and community involvement and employment, 3.8; with the grand mean for the entire scale being 4.1.

The Experience Inventory estimated the perceived usefulness of knowledge and skills acquired in Consumer and Homemaking Education courses when respondents were confronted with actual problem-solving/decision-making situations. Responses on the Experience Inventory were scored as follows: a lot of help = 5, an average amount of help = 4, little help = 3, no help (none) = 2. Subscale means were as follows: general management of resources, 3.7; consumer decisions, 3.4; interpersonal relations and child development, 3.7; nutrition/food, 3.9; family health, 3.5; housing, 3.5; textiles and clothing, 3.8; and community involvement and employment, 3.2; with the grand mean for entire scale being 3.6.

North Dakota Study

In a North Dakota (1981) research project telephone interviews were used to evaluate the impact of Consumer and Homemaking Education. The survey focused

on former students' homemaking responsibilities and the impact of homemaking instruction. The 155 students in the random sample representing 62 North Dakota school districts had taken at least three semesters of Consumer and Homemaking Education. Homemaking responsibilities indicated that the greatest initial involvements were: money management, housing, personal development and relationships, time management, and clothing. Most (79 percent) stated that homemaking classes had assisted them in preparing for independent living responsibilities. The area of foods and nutrition was identified as being helpful by the highest number of respondents (85 percent). Respondents also indicated assistance in money management (68 percent), time management (44 percent), personal development and relationships (62 percent), and clothing (79 percent). Almost all students (96 percent) indicated personal gains from enrollment, including greater confidence, increased independence, satisfaction, and greater understanding of self and others. Of those who had belonged to Future Homemakers (42 percent), 72 percent indicated personal gains from participation.

National Census Study

Hughes (1981) conducted a national census study of secondary Consumer and Homemaking Education programs. She identified what is taught and who is served by Consumer and Homemaking Education in the secondary schools across the country. Lists of topics considered essential by vocational home economics teachers were developed for each of the six subject matter areas included in Consumer and Homemaking Education classes (food and nutrition, textiles and clothing, child development/parenting, consumer education and management, family relations, and housing/home furnishings/equipment). Teachers were asked to indicate in which subject matter course or unit in a comprehensive course (and/or in FHA chapter activities) each topic was included. Subject

matter courses were identified by their respective U.S. Office of Education (USOE) taxonomy code numbers. Participating teachers also were asked to supply enrollment figures for males and females in each subject matter area (as identified by the USOE taxonomy code number) offered in their schools. In addition, respondents reported the number of Consumer and Homemaking teachers in each school and the number of years of teaching experience for each.

Hughes' final report (1981) includes a list of the topics taught, the courses or FHA activities in which the topics were included, and the number of male and female students reached. For example, the topic "Roles and Responsibilities of Parents," listed under Child Development/Parenting, was included in 1,073 (90%) of the 1,186 schools responding. The topic was included in all taxonomy areas, often in more than one course in a school. This topic was taught 603 times in family relations and was included 203 times in FHA activities. It was taught a few times in each of the other taxonomy areas: clothing and textiles; consumer education; family health; food and nutrition; home management; housing; home furnishings, and equipment; and a category called "other."

In summary, the review of literature revealed that there was a definite need for studies of the effectiveness of secondary Consumer and Homemaking Education. Although several effectiveness studies had been made in other states, such a study had not been made in Texas. Since Texas has one of the largest Consumer and Homemaking Education programs in the nation, a study of the effectiveness of secondary Consumer and Homemaking Education in Texas would contribute significantly to the literature.

Objectives

The overall purpose of the study was to measure the effectiveness of secondary Consumer and Homemaking Education in Texas as perceived by former

students. Objectives of the study were to:

1) Identify the concepts taught in Consumer and Homemaking Education classes in which former students had enrolled.
2) Measure former students' perceptions of the usefulness of the knowledge and skills gained in Consumer and Homemaking Education in their personal lives.
3) Determine if specific demographic variables affected former students' perceptions of the usefulness of knowledge and skills gained in Consumer and Homemaking Education classes.
4) Analyze the findings to identify implications for improving the Consumer and Homemaking Education curriculum in Texas.

Research Questions

The following research questions were posed for the study:

1. What are former students' general perceptions of their experiences in Consumer and Homemaking Education?
2. Are former students' responses to the general questions regarding their experiences in Consumer and Homemaking Education interrelated?
3. What is the rank order of former students' mean usefulness ratings of Consumer and Homemaking Education subject areas?
4. Is there a correlation among general questions and mean usefulness ratings of each subject area?
5. How are students' mean usefulness ratings by subject area affected by the following demographic variables?
   - School year
   - School classification
   - Number of sequence courses taken
   - Enrollment in related specialized course
   - Size of community
   - Educational level
   - Employment status
   - Employment position
   - Sex
   - Ethnic heritage
   - Marital status
   - Number of children

6. What is rank order of former students' mean usefulness ratings of specific items in each of the following Consumer and Homemaking Education subject areas?
   - Child Development
   - Clothing and Textiles
   - Consumer Education
   - Food and Nutrition
   - Home and Family Living
   - Home Management
   - Home Nursing
   - Housing and Home Furnishings

7. Which items were rated as "of little use" or "of no use" by 20 percent or more of the respondents?

8. Which items were marked "not covered" or "no experience" by 20 percent or more of the respondents?

9. What benefits of and suggestions for improving Consumer and Homemaking Education did respondents identify?

CHAPTER II

Methods and Procedures for the Study

The project was conducted cooperatively by the Home Economics Education Department and the Home Economics Curriculum Center at Texas Tech University and Vocational Home Economics Education in the Texas Education Agency. The methods and procedures of the project involved selection and utilization of an Advisory Committee, selection and utilization of area facilitators and participating teachers, the development of the instrument, sample selection, data collection by mail and telephone, and selection of statistical treatment of data. A summary and description of these procedures follows.

Persons Assisting with Project

Many persons assisted in carrying out the project including the advisory committee, area facilitators, and participating teachers.

Advisory Committee

The Advisory Committee was selected with input from the Director of Vocational Home Economics Education, Texas Education Agency. Careful consideration was given to selection of persons representing a broad range of positions, experiences, and interests in Consumer and Homemaking Education. The following persons were included:

Name	Title	Affiliation
Judy Hetherly	Director of Vocation Home Economics	Texas Education Agency
Pat Lindley	Education Program Director	Texas Education Agency
Norman Hall	Superintendent	Round Rock ISD
Cletus Michel	Asst. Supt. for Voc. Ed.	El Paso ISD
Jerry Crossland	Vocational Director	Lewisville ISD

Name	Title	Affiliation
Sylvia Hinojosa	Vocational Administrator	Edgewood ISD, San Antonio
Cecile Wright	Coordinator, Elem. Ed.	Austin ISD, Austin
Linda Gibson	Teacher, President-elect Vocational Teachers Assn.	Tivy High School
Doris Schwausch	Consumer & Homemaking Education Teacher	Pflugerville High School

The Advisory Committee met in Austin in September at the Texas Education Agency North Building. The agenda included discussion of the project proposal and proposed survey and telephone instruments and input from the Advisory Committee regarding the project. A rough draft of the written survey instrument was presented and revisions were suggested by the committee. Several of the committee members also obtained input from individuals in their school districts.

Area Facilitators

Since previous follow-up studies have indicated that former students can be located more easily by local teachers than by university personnel, a group of key teachers were selected to serve as area facilitators. One teacher was chosen from each of the ten Texas Education Agency Vocational Home Economics Education field office areas (Appendix B). Each facilitator and her local administrator were contacted regarding participation in the project. A meeting of the area facilitators was held in Austin at the Texas Education Agency North Building in October. Procedures for the project were discussed and details for data collection were finalized. (Appendices C and D give information regarding the meeting of area facilitators.)

The area facilitators were asked to select Consumer and Homemaking Education teachers from schools representing each school athletic classification ranging

from very small (A) to very large (AAAAA). Teachers from schools of various sizes were contacted by the area facilitators regarding their willingness and the willingness of their local administrators to participate in the study. See Appendix E for the list of participating teachers.

Participating Teachers

The project directors mailed a packet of survey instruments and procedural directions to each participating teacher. These teachers' responsibilities included selecting former students to receive the survey instrument, mailing the survey instruments, collecting returned instruments, and mailing the returned instruments to the project directors. Data collection information provided to the participating teachers is included in Appendix F.

Development of Instrument

The data collection instrument was developed utilizing the proposed Essential Elements for Consumer and Homemaking Education developed by the Texas Education Agency; current Consumer and Homemaking Education textbooks; and the Conceptual Framework for Homemaking Education Teachers in Texas, which was developed through a Texas Education Agency funded curriculum project conducted by the Home Economics Curriculum Center at Texas Tech University. In addition, areas of emphasis cited in the Vocational Amendments of 1976 (P.L. 94-482, 1976) were also used in the development of the instrument. The Advisory Committee served as a panel of experts to further validate the instrument. (See Appendix G for a copy of the instrument.) Reliability for each subsection was established using the Alpha Reliability Coefficient. As seen in Table 1 the reliability for each subsection was very high.

TABLE 1
ALPHA RELIABILITY COEFFICIENTS FOR
SUBJECT AREA SUBSECTIONS OF INSTRUMENT

Subject Area	Number of Cases*	Number of Items	Alpha
Child Development	139	23	0.97
Clothing and Textiles	274	21	0.95
Consumer Education	218	22	0.97
Food and Nutrition	296	27	0.96
Home and Family Living	237	28	0.97
Home Management	300	20	0.98
Home Nursing	154	25	0.98
Housing and Home Furnishings	239	23	0.97

*Cases include only those individuals who answered all items in a particular subsection.

Sample Selection

A stratified random sample of out-of-school youth and adults who were last enrolled in Consumer and Homemaking Education in secondary schools between the years 1974 and 1978 were selected. The sample was stratified to ensure representative numbers of students from the ten vocational home economics education field office areas, schools of different sizes, and from the years of enrollment included in the study. According to Backstrom and Hursch-Cesar (1981), stratified samples require the fewest respondents of all sample types.

A sample of approximately 1,800 former students was selected using standard procedures for a stratified random sample. According to Backstrom and Hursch-Cesar's chart on Simple Random Sample Size for Several Degrees of Precision, a sample of size of 1,843 students should yield a 99 percent confidence level with a $\pm$ three percent error. Within each Texas Education Agency field office area, representative numbers of A, AA, AAA, AAAA, and AAAAA schools were selected using Krejcie and Morgan's (1970) Table for Determining Sample Size from a given population. From those schools, a proportional number of former students were included on the basis of school size. Former students from each of the years included in the study (1974-75 through 1978-79), who had more than a year of Consumer and Homemaking Education in Grades 9 to 12, were randomly selected. The sample distribution utilized was as follows:

School Conference Designation	Number of Former Students				
	1974-75	1975-76	1976-77	1977-78	1978-79
A	160	160	160	160	160
AA	50	50	50	50	50
AAA	30	30	30	30	30
AAAA and AAAAA	120	120	120	120	120

Representative numbers of students from each of the ten Vocational Home Economics Education field office areas were determined according to enrollment statistics. Appropriate measures were taken to try to ensure representativeness of the sample.

Data Collection

Two methods of data collection were utilized. A mail survey was sent to the population sample to measure former students' perceptions of the usefulness of the knowledge and skills gained in secondary Consumer and Homemaking Education courses in their personal lives. A telephone interview was conducted with ten percent of the respondents to further explore how former students felt about specific Consumer and Homemaking Education courses that they had taken.

Mail Survey

The data collection instrument was sent to approximately 1,800 former students who were randomly selected by Consumer and Homemaking Education teachers in each of the ten areas of the state. A cover letter signed by the participating teacher from the student's local high school explaining the purpose and significance of the study accompanied each questionnaire. A deadline date of three weeks was given for return of the questionnaire. If respondents had not returned the questionnaire at the end of this period, a follow-up letter was sent by the local Consumer and Homemaking Education teacher. Some teachers visited or called former students to encourage return of the questionnaires.

Telephone Interviews

A random sample of former students returning the mail survey was used to identify individuals to be contacted during the telephone interview phase

of data collection. The telephone interviews were used to obtain more in-depth and qualitative data than the mail survey. The structured interview schedule, developed by the project directors, is shown in Appendix H. A graduate research assistant conducted all of the telephone interviews. She recorded the statements of each respondent on the structured interview form during and immediately following the telephone conversation.

Data Analysis

Returned surveys were coded and keypunched as they were received. Data on computer cards were checked for accuracy. Statistical analyses using appropriate Statistical Analysis System (SAS) computer programs were made to obtain frequencies and percentages, cross tabulations, measures of central tendency, and measures of dispersion. Statistical inferences were used to draw conclusions about Consumer and Homemaking Education classes based on the responses of the former students returning the mail survey or contacted during the telephone interviews. Analysis of variance was performed using the Statistical Analysis System (SAS) statistical package. Type III sum of squares were used due to unequal cell sizes of groups. A random sampling procedure was used to equalize group sizes where large differences existed prior to performance of *t* tests.

CHAPTER III

Results of Study

The results of the study are summarized in the following sections: profile of sample, general questions, rating scale, benefits and suggestions, and telephone interviews. Findings are presented according to the research questions posed in Chapter I.

Profile of Sample

The survey instrument included ten items (Part A) designed to collect background information from each respondent. The items included the student's name, telephone number (for use in contacting ten percent of respondents later by phone for a telephone interview), information regarding the Consumer and Homemaking Education courses taken, and demographic data including size of community, educational level, employment status, sex, ethnic heritage, marital status, and number of children. Two additional demographic items included last year enrolled in Consumer and Homemaking Education and size of school.

The profile of the sample (Table 2 reveals that the numbers of former students were fairly well distributed for the years covered in the study. The lowest number of returns was for the year 1974. This was anticipated since the longer students have been out of school the more difficult it is to obtain current addresses.

The smallest size schools (Class A) had the largest number of returns from former students. This could have been attributed to the fact that it is generally easier to obtain current addresses of former students in small schools than in larger schools. The same is true regarding community size. The largest number of former students were from communities with a population of 2,500 or less.

TABLE 2
PROFILE OF SAMPLE
N = 631

Variable	Number*	Percentage
SCHOOL YEAR		
1974	88	16.0
1975	92	16.7
1976	107	19.4
1977	114	20.7
1978	150	27.2
SCHOOL CLASSIFICATION		
A	160	36.9
AA	58	13.4
AAA	48	11.1
AAAA	90	20.8
AAAAA	77	17.8
COURSES TAKEN		
Homemaking I	572	92.3
Homemaking II	521	84.0
Homemaking III	309	49.8
Homemaking IV	129	20.9
Child Development	240	38.5
Consumer Education	174	27.9
Home & Family Living	383	61.4
Home Furnishings	146	23.4
Home Management	148	23.7
Home Nursing	45	7.2
COMMUNITY SIZE		
0-2,500	232	40.7
2,501-6,000	91	16.0
6,001-10,000	39	6.8
10,001-30,000	93	16.3
30,001-100,000	28	4.9
Over 100,000	87	15.3
HIGHEST EDUCATIONAL LEVEL		
9th grade	0	0.0
10th grade	5	0.8

Variable	Number*	Percentage
11th grade	3	0.5
12th grade	227	36.2
Voc-tech school	22	3.5
College Freshman	52	8.3
College Sophomore	69	11.0
College Junior	40	6.4
College Senior	20	3.2
Bachelor's Degree	145	23.1
Master's Degree	5	0.8
Other	39	6.2
EMPLOYMENT STATUS		
Full-time homemaker	116	18.5
Student	48	7.7
Unemployed (seeking employment)	27	4.3
Employed full-time	334	53.3
Employed part-time	60	9.6
Student, employed part-time	39	6.2
Military status	1	0.2
EMPLOYMENT POSITION		
Not employed	182	29.0
Job not HE related	272	43.4
Job HE related	173	27.6
SEX OF RESPONDENT		
Male	19	3.0
Female	607	97.0
ETHNIC HERITAGE		
American Indian or Native Alaskan	5	0.8
Asian or Pacific Islander	2	0.3
Black, not of Hispanic origin	33	5.4
Hispanic	41	6.7
White, not of Hispanic origin	534	86.8
MARITAL STATUS		
Married	371	59.1
Single	235	37.4

Variable	Number*	Percentage
Separated	2	0.3
Divorced	16	2.5
Widowed	3	0.5
NUMBER OF CHILDREN		
0	380	60.8
1	145	23.2
2	86	13.8
3	12	1.9
4	2	0.3
5 or more	0	0.0

*Some totals do not equal 631 due to missing data for some items.

Educational Level

Twenty-three percent had completed a bachelor's degree while 29 percent were currently enrolled in college. Over one-third of the sample had completed the 12th grade.

Employment Status

Fifty-three percent of the sample was employed full-time. Almost ten percent had part-time employment. Eighteen percent were full-time homemakers while only four percent were seeking employment. Twenty-seven percent of the sample were employed in jobs that were related to home economics. Forty-three percent had jobs that were not related to home economics.

Sex

Ninety-seven percent of the sample were female. The low percentage of males was partially due to the fact that males in Consumer and Homemaking Education were not considered as eligible students for state funding until after 1977. Another reason that the number of males was low could be attributed to selection criteria for the study which specified that the former student must have completed over one year of Consumer and Homemaking Education to be eligible for inclusion in the sample. Since many males had not taken this much Consumer and Homemaking Education, they were not included in the sample.

Ethnic Heritage

Eighty-six percent of the sample was white, not of Hispanic origin. Seven percent was Hispanic and five percent was black, not of Hispanic origin. The low percent of non-whites could at attributed to the fact that they may have been more difficult to locate as evidenced by the number of questionnaires returned due to incorrect address.

Marital Status

Fifty-nine percent of the sample was married. Thirty-seven percent was single, and only 2.5 percent was divorced.

Number of Children

Sixty percent of the sample had no children. Very few (two percent) had more than two children. The age of the respondents, the number currently enrolled in college, the large number who were still single, and the national trend toward later childbearing probably account for the high number who had no children.

General Questions

The questionnaire included five general questions (Part B) related to former students' experiences in Consumer and Homemaking Education classes.

Responses

RESEARCH QUESTION 1. What are former students' general perceptions of their experiences in Consumer and Homemaking Education?

When asked, "Do you feel that your homemaking education classes have been helpful in your personal life?" 83.9 percent of the respondents (526) answered "yes." Another 15.8 percent (99) said "somewhat" and only 0.3 percent (2) answered "no."

In response to the question, "Do you feel that the knowledge and skills gained in homemaking education have helped you as an employee (regardless of type job)?" 54.7 percent (340) answered "yes" and another 30.7 percent (191) said "somewhat." Only 10.9 percent (68) indicated that Consumer and Homemaking Education had not helped them as employees.

A total of 87.2 percent (546) indicated that they had been members of Future Homemakers of America while enrolled in homemaking education classes. Only 12.5 percent (78) had not. (See Table 3)

A high percentage, 92.3 percent (579), indicated that they had completed home experiences or home projects while enrolled in homemaking education classes. Only 2.7 percent (17) had not and 4.9 percent (31) were uncertain. (See Table 3)

Home visits were reported by 60 percent (377) of the respondents. A total of 33.1 percent indicated that their Consumer and Homemaking Education teacher(s) had not visited their home while they were enrolled in Consumer and Homemaking Education classes. Another 6.8 percent (43) were uncertain. This question did not take into account other types of contacts which may have occurred between the student's parents and the teacher. (See Table 3)

Correlations Among General Questions

RESEARCH QUESTION 2. Are former students' responses to the general questions regarding their experiences in Consumer and Homemaking Education interrelated?

Pearson Product Moment Correlation yielded a highly significant (.0001) relationship between former students' perceptions of the helpfulness of Consumer and Homemaking Education courses in their personal lives and the helpfulness of the course to them as employees regardless of the type of job. (See Table 4) This provides further evidence of the transferability of knowledge and skills gained in Consumer and Homemaking Education to both personal life and employment.

Item 12, students' perceptions of the helpfulness of knowledge and skills gained in Consumer and Homemaking Education classes to them as employees (regardless of type job) also correlated significantly (.01) with membership in Future Homemakers of America (FHA) (Item 13) and home

TABLE 3
GENERAL QUESTIONS

Response	Number	Percentage
Do you feel that your homemaking education classes have been helpful in your personal life?		
Yes	526	83.9
Somewhat	99	15.8
No	2	0.3
Do you feel that the knowledge and skills you gained in homemaking education have helped you as an employee (regardless of type job)?		
Yes	340	54.7
Somewhat	191	30.7
No	68	10.9
Never employed	23	3.7
Were you a member of Future Homemakers of America when you were enrolled in homemaking education classes?		
Yes	546	87.2
No	78	12.5
Not available in school	2	0.3
Did you complete any home experiences or home projects while you were enrolled in homemaking education classes?		
Yes	579	92.3
No	17	2.7
Uncertain	31	4.9
Did your teacher visit your home while you were enrolled in homemaking education classes?		
Yes	377	60.0
No	208	33.1
Uncertain	43	6.8

visits (Item 15). (See Table 4) Since FHA focuses upon leadership training, the correlation of FHA with perceived helpfulness in employment is logical. In regard to home visits, Mitchell (1979) reports that one of the main purposes of home visits is to increase students' self-concepts and improve teacher/student relationships. Mitchell's finding could help to explain the significant relationship between home visits and employment.

Item 13, membership in FHA, also correlated significantly with home experiences (.001) and home visits (.01). Additionally, home experiences correlated significantly with home visits (.0001). (See Table 4) These findings indicate that these opportunities for growth are an integral part of Consumer and Homemaking Education.

Rating Scale

The rating scale portion of the questionnaire (Part C) listed knowledge and skills usually taught in the subject areas included in Consumer and Homemaking Education classes. Respondents were asked to indicate whether the concept was not covered in the classes taken (X), whether the respondent had no personal experience related to the concept (O), or the usefulness of the concept in the respondent's personal life on a five point rating scale (Very Useful = 5 to Of No Use = 1).

Subject Area Means

RESEARCH QUESTION 3. What is the rank order of former students' mean usefulness ratings of Consumer and Homemaking Education subject areas?

The mean usefulness ratings were high for all subject areas as seen in Table 5. On the rating scale of 1 to 5, food and nutrition ranked first.

TABLE 4
PEARSON PRODUCT MOMENT CORRELATIONS
AMONG GENERAL QUESTIONS

		Item 11	Item 12	Item 13	Item 14	Item 15
Item 11.	Helpfulness in Personal Life					
Item 12.	Helpfulness in Employment	.31***				
Item 13.	FHA membership	.01	.12*			
Item 14.	Home Experiences	.07	.02	.13**		
Item 15.	Home Visits	.03	.11*	.12*	.20***	

*.01
**.001
***.00001

TABLE 5
RANK ORDER OF SUBJECT AREA MEANS

	Mean	Rank Order
Food and Nutrition	4.0	1
Clothing and Textiles	3.9	2
Home and Family Living	3.9	3
Child Development	3.8	4
Home Furnishings	3.8	5
Consumer Education	3.7	6
Home Management	3.7	7
Home Nursing	3.7	8

Its mean for all items was 4.0 or useful. Home nursing had the lowest mean score which was 3.7. Only .3 of a point separated the highest and lowest mean rating, indicating that former students considered all Consumer and Homemaking Education subject areas useful with very little differences in the usefulness of the subject areas.

RESEARCH QUESTION 4. Is there a correlation among responses to the general questions and the mean usefulness ratings of each subject area?

Pearson Product Moment Correlations indicated highly significant positive relationships between Items 11 and 12 and all subject area means. These items dealt with how personally useful students viewed Consumer and Homemaking Education and with how helpful the knowledge and skills gained had been to them as employees (regardless of type job). (See Table 6.) When students viewed Consumer and Homemaking Education as helpful to them in their personal lives or in their employment they rated all of the subject areas significantly higher. The correlation of mean ratings and helpfulness in personal life is logical. The positive correlation of mean ratings and helpfulness in employment indicates greater transferability of knowledge and skills gained in Consumer and Homemaking Education to the job market than might have been anticipated.

No significant correlations between Future Homemakers of America (FHA) membership and mean usefulness ratings of Consumer and Homemaking Education subject areas were found. It is possible that FHA is such an integral part of class activities that distinctions between the two are not possible. It should be noted that 87.2 percent of the respondents were FHA members.

The only significant correlation between the completion of home experiences (Item 14) and the mean usefulness ratings was in the area of

clothing and textiles. (See Table 6.) Clothing construction, a skill area in clothing and textiles often chosen for a home experience, requires considerable practice to develop proficiency. This may account for this significant correlation.

A significant correlation between home visits and mean usefulness ratings occurred in two subject areas, clothing and textiles and food and nutrition. It may be easier for teachers to observe evidence of skill development during home visits than it is to observe other types of learning. Therefore, these two highly skill-related areas may be more strongly associated with home visits. In addition, a study made by Mitchell (1979) revealed that teachers also utilized home visits for more general purposes including establishing rapport, promoting public relations, and developing curriculum, purposes which do not correlate with any one subject area.

Effects of Demographic Variables

Analysis of Variance and *t* tests were used to determine the effects of the twelve demographic variables on the mean usefulness ratings of the subject areas in Consumer and Homemaking Education. The demographic variables included school year, school classification, number of sequence courses taken, enrollment in related specialized courses, community size, educational level, employment status, employment position, sex of respondent, ethnic heritage, marital status, and number of children.

RESEARCH QUESTION 5. How are students' mean usefulness ratings by subject area affected by the following demographic variables: school year, number of sequence courses taken, enrollment in related specialized course, size of community, school classification, educational level, employment status, employment position, sex of respondent, ethnic heritage, marital status, and number of children?

TABLE 6
PEARSON PRODUCT MOMENT CORRELATIONS AMONG GENERAL QUESTIONS
AND MEAN USEFULNESS RATINGS OF CONCEPTS IN EACH SUBJECT AREA

Subject Area	Item 11	Item 12	Item 13	Item 14	Item 15
Child Development	.26****	.28****	-.02	-.02	.06
Clothing and Textiles	.29****	.30****	.05	.15***	.13***
Consumer Education	.28****	.28****	-.04	.04	.03
Food and Nutrition	.30****	.30****	-.00	.04	.09*
Home and Family Living	.27****	.31****	-.03	.00	.02
Home Nursing	.18****	.19****	-.06	.02	.02
Home Furnishings	.25****	.23****	.04	.05	.04
Home Management	.25****	.23***	-.02	.01	.05

*.05
***.001
****.0001

Item 11. Helpfulness in Personal Life
Item 12. Helpfulness in Employment (regardless of type job)
Item 13. FHA Membership
Item 14. Home Experiences
Item 15. Home Visits

School Year. Former students enrolled during the different years did not vary significantly in their usefulness rating scores except in the subject areas of food and nutrition and home and family living, as shown in Table 7. The usefulness ratings showed students last enrolled in Consumer and Homemaking Education during 1978 rated food and nutrition items significantly higher (at the .05 level) than those last enrolled during 1977 and 1976. In addition, students last enrolled in 1975 had higher usefulness ratings than those who were enrolled in 1976. Former students last enrolled in Consumer and Homemaking Education in 1978 rated home and family living significantly higher (at the .01 level) than students last enrolled between 1974 and 1977.

Former students who were last enrolled in Consumer and Homemaking Education during 1978 rated all subject areas except clothing and textiles higher than former students who last enrolled between the years 1974 and 1977. All subject areas had high usefulness ratings with the mean scores being above 3.5.

School Classification. Table 8 points out that significant variation existed between the mean usefulness ratings of Consumer and Homemaking Education subject areas on the basis of the classification of the school attended by former students. Mean usefulness ratings in all subject areas except home nursing were higher for students who had attended very large schools (Class AAAAA.) The lowest subject area mean ratings consistently belonged to students attending very small schools (Class A.) Other school classifications fell between these extremes, but not necessarily in order by classification. In the subject area of consumer education, the mean for students who had attended very large schools (Class AAAAA) was significantly higher, than

TABLE 7
ONE-WAY ANALYSIS OF VARIANCE BETWEEN SCHOOL YEAR
AND MEAN USEFULNESS RATING OF EACH SUBJECT AREA

Subject Area	Source of Variance	Degrees of Freedom	Sum of Squares	Mean Squares	F Value	Significance
Child Development	Model	4	2.30	0.58	1.01	
	Error	539	306.10	0.57		
	Total	543	308.40			
Clothing & Textiles	Model	4	1.40	0.35	0.69	
	Error	603	307.53	0.51		
	Total	607	308.93			
Consumer Education	Model	4	4.06	1.0	1.67	
	Error	570	345.98	0.61		
	Total	574	350.04			
Food and Nutrition	Model	4	4.84	1.21	2.81	.05
	Error	608	262.10	0.43		
	Total	612	266.94			
Home and Family Living	Model	4	8.68	2.17	3.97	.01
	Error	567	310.05	0.55		
	Total	571	318.73			
Home Management	Model	4	3.33	0.83	1.40	
	Error	541	321.69	0.59		
	Total	545	325.02			
Home Nursing	Model	4	4.34	1.08	1.69	
	Error	463	296.42	0.64		
	Total	467	300.76			
Housing & Home Furnishings	Model	4	3.97	0.99	1.68	
	Error	548	324.29	0.59		
	Total	552	328.26			

TABLE 8
ONE-WAY ANALYSIS OF VARIANCE BETWEEN SCHOOL CLASSIFICATION AND MEAN USEFULNESS RATING OF EACH SUBJECT AREA

Subject Area	Source of Variance	Degrees of Freedom	Sum of Squares	Mean Squares	F Value	Significance
Child Development	Model	4	8.73	2.18	3.96	.01
	Error	364	200.79	0.55		
	Total	368	209.52			
Clothing & Textiles	Model	4	7.96	1.99	3.97	.01
	Error	419	210.15	0.50		
	Total	423	218.11			
Consumer Education	Model	4	20.76	5.19	8.93	.0001
	Error	394	228.97	0.58		
	Total	398	249.73			
Food and Nutrition	Model	4	6.78	1.70	4.04	.01
	Error	418	175.37	0.42		
	Total	422	182.15			
Home and Family Living	Model	4	14.53	3.63	6.59	.0001
	Error	392	216.11	0.55		
	Total	396	230.64			
Home Management	Model	4	11.96	2.99	5.26	.001
	Error	378	215.04	0.57		
	Total	382	227.00			
Home Nursing	Model	4	4.08	1.02	1.62	
	Error	321	201.45	0.63		
	Total	325	205.53			
Housing & Home Furnishings	Model	4	17.38	4.35	7.62	.0001
	Error	382	217.73	0.57		
	Total	386	235.11			

for students in all other school sizes (AAAA, AAA, AA, and A). For food and nutrition, the mean rating for students who had attended very large schools (Class AAAAA) was significantly higher than for students who had attended either Class AA or Class A schools. In the area of home management, former students who had enrolled in very large schools (Class AAAAA) had significantly higher mean usefulness ratings than former students who attended the three smallest sized schools (Classes AAA, AA, A).

Extremes in school size evidenced the greatest influence on mean ratings of Consumer and Homemaking Education subject areas. However, it should be noted that the means (all above 3.49) of all respondents indicated that the subject areas were useful. It is possible that students in the larger schools were more likely to have enrolled in Consumer and Homemaking Education as a result of specific interests than students in smaller schools who usually have fewer electives from which to choose. It is also possible that there were significant differences in the types of communities in which these schools are located.

Number of Sequence Courses. The number of sequence courses taken significantly affected students' mean usefulness ratings of Consumer and Homemaking Education in two subject areas, clothing and textiles and home and family living, as shown in Table 9. Students who had taken three years of Consumer and Homemaking Education sequence courses rated the usefulness of clothing and textiles knowledge and skills significantly higher than did students who had taken only Homemaking I. This may have been due to the amount of practice required to develop skills in this subject area. Former students who had taken Homemaking III and Homemaking I rated home and family living

TABLE 9
ONE-WAY ANALYSIS OF VARIANCE BETWEEN NUMBER OF SEQUENCE COURSES TAKEN AND MEAN USEFULNESS RATING OF EACH SUBJECT AREA

Subject Area	Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F Value	Significance
Child Development	Model	3	2.13	0.71	1.37	
	Error	224	115.72	0.52		
	Total	227	117.85			
Clothing & Textiles	Model	3	3.40	1.13	2.58	.05
	Error	257	113.07	0.44		
	Total	260	116.47			
Consumer Education	Model	3	2.17	0.72	1.22	
	Error	236	140.02	0.59		
	Total	239	142.19			
Food & Nutrition	Model	3	0.96	0.32	0.77	
	Error	260	107.34	0.41		
	Total	263	108.30			
Home & Family Living	Model	3	6.85	2.28	4.36	.01
	Error	215	112.75	0.52		
	Total	218	119.60			
Home Management	Model	3	4.01	1.34	2.35	
	Error	226	128.36	0.57		
	Total	229	132.37			
Home Nursing	Model	3	2.86	0.95	1.57	
	Error	188	114.36	0.61		
	Total	191	117.22			
Housing & Home Furnishings	Model	3	1.34	0.45	0.80	
	Error	230	127.91	0.56		
	Total	233	129.25			

items higher than did students who had taken Homemaking II. It should be noted that this analysis did not exclude students who had taken the home and family living specialized course. Many students who take Homemaking I later enroll in the specialized course. Taking this factor into consideration may indicate that students who have taken three sequence courses or Homemaking I and the specialized course have received more instruction in this subject area than students who have enrolled in only two sequence courses. Like skills, affective behaviors take time to develop.

Enrollment in Related Specialized Course. The *t* test was used to determine if students who had taken a specialized course rated concepts in that subject area differently than did students who had taken other Consumer and Homemaking Education courses. The results of this test are given in Table 10.

Students who had taken a specialized course rated items in that subject area significantly higher than did students who had taken other Consumer and Homemaking Education courses with the exception of home management. It should be noted that this analysis did not exclude students who had taken Consumer and Homemaking Education sequence courses. The major findings support the value of indepth study in a specialized subject area. In other words, the more concentrated the exposure to a subject area, the more useful students perceived it to be. Although the differences were not significant for home management, the mean rating of students who had taken the specialized course was higher than the mean rating of students who had not.

Community Size. As shown in Table 11, community size made a significant difference in mean usefulness ratings in three subject areas. These were child development, consumer education, and housing and home furnishings.

TABLE 10
COMPARISON OF MEAN USEFULNESS RATING OF EACH SUBJECT AREA WITH ENROLLMENT IN RELATED SPECIALIZED COURSE

Course/Enrollment	Number	Mean	S.D.	t value	Level of Significance
Child Development					
Not Taken	196	3.649	0.763	-5.571*	0.0001
Taken	221	4.037	0.646		
Consumer Education					
Not Taken	153	3.609	0.777	-3.533	0.001
Taken	174	3.912	0.772		
Home and Family Living					
Not Taken	191	3.719	0.740	-3.272	0.001
Taken	377	3.934	0.741		
Home Furnishings					
Not Taken	131	3.828	0.700	-2.494	0.01
Taken	142	4.045	0.740		
Home Management					
Not Taken	122	3.749	0.768	-1.643	NS
Taken	143	3.903	0.755		
Home Nursing					
Not Taken	37	3.521	0.807	-0.807	0.05
Taken	43	3.941	0.772		

TABLE 11

ONE-WAY ANALYSIS OF VARIANCE BETWEEN COMMUNITY SIZE AND MEAN USEFULNESS RATING OF EACH SUBJECT AREA

Subject Area	Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F Value	Significance
Child Development	Model	5	6.11	1.22	2.43	.05
	Error	329	165.24	.50		
	Total	334	171.35			
Clothing & Textiles	Model	5	3.94	0.79	1.63	
	Error	372	179.58	0.48		
	Total	377	183.52			
Consumer Education	Model	5	8.91	1.78	3.20	.01
	Error	353	196.79	0.56		
	Total	358	205.70			
Food & Nutrition	Model	5	4.02	0.80	1.89	
	Error	377	160.60	0.43		
	Total	382	164.62			
Home & Family Living	Model	5	4.84	0.97	1.85	
	Error	345	180.31	0.52		
	Total	350	185.15			
Home Management	Model	5	4.26	0.85	1.60	
	Error	331	176.44	0.53		
	Total	336	180.70			
Home Nursing	Model	5	1.23	0.25	0.35	
	Error	281	198.43	0.71		
	Total	286	199.66			
Housing & Home Furnishings	Model	5	8.24	1.65	3.14	.01
	Error	337	176.76	0.52		
	Total	342	185.00			

Former students living in cities with a population from 30,000 to 100,000 had significantly higher mean usefulness scores (.05 level) than former students living in communities with a population of 6,000 or less. Former students living in communities with a population of 30,000 to 100,000 had significantly higher usefulness scores (.01 level) in consumer education than former students living in communities with populations of 6,000 or less. In the area of housing and home furnishings, former students who lived in communities of 30,000 or more had significantly higher usefulness scores (.01 level) than students who lived in communities of 2,500 or less.

These findings pertaining to community size follow the same direction as the effect of school size. The former students from larger schools and larger communities tended to have higher usefulness scores where differences existed than former students from very small schools and communities. However, it should be noted that the mean ratings for the subject areas in which differences existed exceeded 3.6 on a scale of 1 to 5 for all community sizes.

Educational Level. Table 12 shows the effect of educational level on former students' mean usefulness rating scores of Consumer and Homemaking Education subject areas. Former students who had completed some college or who had completed a Bachelor's or Master's degree rated items significantly higher in three subject areas than former students whose highest educational level was graduation from high school. In consumer education, this significance was at the .05 level; in food and nutrition the significance was at the .01 level; and in clothing and textiles the significance was at the

TABLE 12
ONE-WAY ANALYSIS OF VARIANCE BETWEEN EDUCATIONAL LEVEL[1] AND MEAN USEFULNESS RATING OF EACH SUBJECT AREA

Subject Area	Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F Value	Significance
Child Development	Model	2	0.39	0.19	0.34	
	Error	541	308.01	0.57		
	Total	543	308.40			
Clothing & Textiles	Model	2	7.69	3.84	7.72	.001
	Error	605	301.25	0.50		
	Total	607	308.94			
Consumer Education	Model	2	5.06	2.53	4.19	.05
	Error	572	344.98	0.60		
	Total	574	350.04			
Food & Nutrition	Model	2	3.69	1.85	4.28	.01
	Error	610	263.24	0.43		
	Total	612	266.93			
Home & Family Living	Model	2	2.31	1.16	2.08	
	Error	569	316.41	0.56		
	Total	571	318.72			
Home Management	Model	2	1.92	0.96	1.62	
	Error	543	323.10	0.60		
	Total	545	325.02			
Home Nursing	Model	2	1.22	0.61	0.95	
	Error	465	299.53	0.64		
	Total	467	300.75			
Housing & Home Furnishings	Model	2	1.36	0.68	1.14	
	Error	550	326.90	0.59		
	Total	552	328.26			

[1]The three educational levels tested were high school education or less, some college, and Bachelor's degree or higher.

.001 level. The additional education may have increased former students awareness of the value of the knowledge and skills learned in these three subject areas. The mean usefulness scores for the three educational levels were above 3.65.

Employment Status. Employment status affected former students' usefulness scores significantly in several subject areas as seen in Table 13. In the area of clothing and textiles, former students who were employed had significantly higher mean usefulness ratings at the (.05 level) than did full-time homemakers. Former students who were employed had significantly higher usefulness scores at the .001 level in the area of consumer education. In the area of food and nutrition, employed former students had significantly higher mean usefulness ratings (.01 level) than full-time homemakers. Employed former students also had significantly higher usefulness scores (at the .05 level) in the areas of home and family living and home management than did full-time homemakers.

The fact that former students who were employed had significantly higher usefulness scores in five subject areas than former students who were full-time homemakers could indicate the special value of Consumer and Homemaking Education for those who have multiple family roles. However, mean usefulness of both groups exceeded 3.49 in all subject areas.

Employment Position. Table 14 reveals that the employment position of former students made a difference in their mean usefulness ratings. Those who were employed in jobs utilizing knowledge and skills related to home economics rated the area of food and nutrition significantly higher (at the 0.5 level) than did those employed in jobs not related to home economics and those who were

TABLE 13
COMPARISON OF MEAN USEFULNESS RATINGS BY
SUBJECT AREA AND EMPLOYMENT STATUS

Variable/Group	Number	Mean	S.D.	t value	Significance
Child Development					
Full-time homemaker	105	3.77	0.65	-1.07	
Employed	338	3.85	0.76		
Clothing & Textiles					
Full-time homemaker	115	3.79	0.72	-2.26	.05
Employed	381	3.96	0.71		
Consumer Education					
Full-time homemaker	105	3.49	0.71	-3.48	.001
Employed	360	3.79	0.79		
Food & Nutrition					
Full-time homemaker	114	3.81	0.60	-2.70	.01
Employed	383	4.00	0.66		
Home Furnishings					
Full-time homemaker	103	3.69	0.65	-2.36	.05
Employed	362	3.88	0.77		
Home Management					
Full-time homemaker	101	3.61	0.80	-2.17	.05
Employed	342	3.80	0.77		
Home Nursing					
Full-time homemaker	87	3.57	0.75	-0.64	
Employed	292	3.63	0.83		
Housing & Home Furnishings					
Full-time homemaker	103	3.67	0.69	-1.88	
Employed	347	3.83	0.77		

TABLE 14
ONE-WAY ANALYSIS OF VARIANCE BETWEEN MEAN USEFULNESS RATINGS BY SUBJECT AREA AND EMPLOYMENT POSITION

Subject Area	Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F Value	Significance
Child Development	Model	2	0.21	0.11	0.19	
	Error	540	307.60	0.57		
	Total	542	307.81			
Clothing & Textiles	Model	2	3.00	1.50	2.98	.05
	Error	603	303.45	0.50		
	Total	605	306.45			
Consumer Education	Model	2	1.77	0.89	1.46	
	Error	569	345.87	0.61		
	Total	571	347.64			
Food & Nutrition	Model	2	3.24	1.62	3.76	.05
	Error	607	262.06	0.43		
	Total	609	265.30			
Home & Family Living	Model	2	1.27	0.64	1.14	
	Error	566	315.38	0.56		
	Total	568	316.66			
Home Nursing	Model	2	0.12	0.58	0.09	
	Error	463	299.75	0.65		
	Total	465	299.87			
Home Management	Model	2	0.95	0.47	0.80	
	Error	540	322.03	0.60		
	Total	542	322.98			
Housing & Home Furnishings	Model	2	0.68	0.34	0.57	
	Error	547	325.34	0.59		
	Total	549	326.02			

unemployed. Similarly, the former students who were employed in jobs utilizing knowledge and skills related to home economics rated items in clothing and textiles significantly higher (.05) than those who were unemployed. It is possible that the jobs in which these former students were employed utilized more knowledge and skills related to the areas of food and nutrition and clothing and textiles than the other subject areas.

Sex of Respondent. The differences in the mean usefulness scores of each subject area by sex of respondents are found in Table 15. Although the number of males in the study was low, a random sample of female respondents were selected to more nearly equalize the number of males and females. A *t* test was used for comparing sex and the mean usefulness scores in each subject area. Consumer education was the only subject area in which there was a significant difference between usefulness scores of the two groups. Males had a higher usefulness score in Consumer Education than females (at the .05 level).

These findings indicate that Consumer and Homemaking Education is perceived to be of almost equal value to both males and females. These findings relate closely to the findings of the male study conducted by Bell and Durr (1980). In addition, the findings correlate with males' generally higher achievements in subjects involving mathematics.

Ethnic Heritage. The differences between non-white respondents and a random sampling of white respondents was tested using *t* tests. Ethnic heritage affected the usefulness rating scores only in the area of food and nutrition. The mean usefulness rating of food and nutrition items was higher for non-whites than for whites at the .05 significance level. Means for both groups

TABLE 15
COMPARISON OF MEAN USEFULNESS RATINGS BY SUBJECT AREA AND SEX OF RESPONDENT

Subject Area	Group	Number	Mean	S.D.	*t* value	Significance
Child Development	Male	16	4.12	0.74	0.69	
	Female*	16	3.94	0.74		
Clothing & Textiles	Male	15	3.71	0.62	-1.62	
	Female*	18	4.06	0.61		
Consumer Education	Male	19	4.14	0.59	2.18	.05
	Female*	17	3.57	0.95		
Food and Nutrition	Male	17	4.23	0.59	1.43	
	Female*	19	3.93	0.67		
Home and Family Living	Male	17	4.11	0.68	1.50	
	Female*	17	3.66	1.03		
Home Management	Male	15	3.80	0.64	0.28	
	Female*	17	3.72	0.96		
Home Nursing	Male	12	3.78	0.60	1.19	
	Female*	14	3.37	1.12		
Housing & Home Furnishings	Male	13	3.81	0.71	0.58	
	Female*	18	3.63	0.95		

*Comparisons were made using a random sample of female respondents.

exceeded 3.56 in all subject areas with means for non-whites being slightly higher than for whites. These findings support similar findings by Bell and Durr in their male study (1980) and their study on consumer education (1981). (See Table 16.)

Marital Status. Table 17 shows that several subject areas were affected by the marital status of former students. Former students who were not married rated items in clothing and textiles significantly higher (.05 level) than those who were married. In the subject areas of consumer education, food and nutrition, and home and family living former students who were single had significantly higher mean usefulness scores (.01 level) than those who were married.

Although these findings were not anticipated, they may reflect the increased complexities in the occupation of homemaking resulting from marriage. Single respondents may have a greater feeling of control in the utilization of the knowledge and skills gained in Consumer and Homemaking Education. Regardless of the differences, mean usefulness ratings of both groups were high ranging from 3.61 to 4.07, as shown in Table 17.

Number of Children. Whether or not former students had children, made a significant difference in their mean usefulness ratings of all subject areas except child development. Table 18 shows that former students without children had significantly higher usefulness scores than former students with children in seven of the eight subject areas. These significant differences in mean usefulness ratings of former students with and without children were as follows: consumer education, .0001 level; home and family living and housing and home furnishings, .001 level; home management, .01 level; and clothing and textiles and home nursing, .05 level.

TABLE 16
COMPARISON OF MEAN USEFULNESS RATINGS
BY SUBJECT AREA AND ETHNIC HERITAGE

Variable/Group	Number	Mean	S.D.	t value	Significance
Child Development					
White	79*	3.86	0.77		
Non-white	83	3.94	0.75	-.69	
Clothing & Textiles					
White	89*	3.93	0.76		
Non-white	88	4.04	0.70	-.93	
Consumer Education					
White	82*	3.72	0.83		
Non-white	90	3.91	0.72	-1.59	
Food and Nutrition					
White	89*	3.88	0.75		
Non-white	93	4.15	0.62	-2.63	.01
Home and Family Living					
White	80*	3.85	0.76		
Non-white	86	4.05	0.70	-1.77	
Home Management					
White	73*	3.71	0.82		
Non-white	84	3.90	0.70	-1.56	
Home Nursing					
White	68 *	3.56	0.84		
Non-white	74	3.82	0.78	-1.87	
Housing and Home Furnishings					
White	75 *	3.87	0.81		
Non-white	86	3.83	0.80	0.32	

*Comparisons were made using a random sample of white respondents.

TABLE 17
COMPARISON OF MEAN USEFULNESS RATINGS
BY SUBJECT AREA AND MARITAL STATUS

Variable/Group	Number	Mean	S.D.	t value	Significance
Child Development					
Married	320	3.85	0.70	0.30	
Not married	222	3.83	0.82		
Clothing & Textiles					
Married	360	3.88	0.72	-2.03	.05
Not married	246	3.99	0.70		
Consumer Education					
Married	334	3.67	0.80	-2.68	.01
Not married	239	3.84	0.75		
Food & Nutrition					
Married	360	3.91	0.67	-2.94	.01
Not married	250	4.07	0.64		
Home & Family Living					
Married	339	3.79	0.75	-2.99	.01
Not married	231	3.98	0.73		
Home Management					
Married	322	3.73	0.77	-1.34	
Not married	222	3.82	0.77		
Home Nursing					
Married	278	3.61	0.83	-1.53	
Not married	189	3.72	0.76		
Housing & Home Furnishings					
Married	328	3.76	0.75	-1.63	
Not married	222	3.87	0.80		

TABLE 18
COMPARISON OF MEAN USEFULNESS RATINGS
BY SUBJECT AREA AND NUMBER OF CHILDREN

Variable/Group	Number	Mean	S.D.	t value	Significance
Child Development					
No Children	314	3.85	0.79	0.25	
Children	226	3.83	0.69		
Clothing & Textiles					
No Children	362	3.98	0.72	2.16	.05
Children	242	3.85	0.70		
Consumer Education					
No Children	346	3.84	0.75	4.11	.0001
Children	224	3.57	0.80		
Food & Nutrition					
No Children	369	4.05	0.66	3.46	.001
Children	239	3.86	0.65		
Home & Family Living					
No Children	345	3.95	0.72	3.52	.001
Children	222	3.72	0.76		
Home Management					
No Children	326	3.85	0.73	3.18	.01
Children	215	3.63	0.82		
Home Nursing					
No Children	273	3.71	0.78	1.94	.05
Children	191	3.57	0.83		
Housing & Home Furnishings					
No Children	329	3.91	0.77	3.78	.001
Children	219	3.66	0.75		

While these findings were contrary to expectations, they may reflect the fact that the more persons who are involved, the more difficult it is to apply knowledge and skills gained in Consumer and Homemaking Education. In other words, persons with children may feel that they have less control in practicing principles learned in Consumer and Homemaking Education than those who do not. Again, it should be noted the mean usefulness ratings of both groups were high (above 3.57).

Means and Rank Order of Specific Items

The rank order of specific items by mean ratings was determined as a means of further analyzing the data obtained from the rating scale. Means of specific items in rank order are presented by subject area in Tables 19-26.

RESEARCH QUESTION 6. What is the rank order of former students' mean usefulness ratings of specific items in each of the following Consumer and Homemaking Education subject areas: child development, clothing and textiles, consumer education, food and nutrition, home and family living, home management, home nursing, and housing and home furnishings?

Child Development. Table 19 shows the rank order of specific items in child development. Generally, the items which dealt with parenting responsibilities and care for children were rated as most useful. Laws, the role of society and community in meeting children's needs, and careers in child care were the types of items rated lowest.

Clothing and Textiles. In the subject area of clothing and textiles, items rated as most useful pertained to selection, care, and construction of clothing. (See Table 20.) Items rated lowest pertained to laws and consumer protection, careers and job opportunities related to clothing and textiles, and manufacturing of clothing and textiles.

TABLE 19
MEANS AND RANK ORDER OF SPECIFIC ITEMS IN CHILD DEVELOPMENT

	Item	Number	Mean	Mean Order
1.	Understanding tasks and responsibilities of parents	460	4.18	1
13.	Promoting children's health and safety	479	4.15	2
17.	Promoting child's development and learning through play and activities	451	4.12	3
18.	Providing quality care for infants and young children	452	4.11	4
5.	Applying consumer skills to provision of housing, equipment, clothing, food, medical and child care for infants and young children	397	4.10	5
15.	Developing quality relationships with children	465	4.09	6
8.	Understanding factors influencing the infant's and child's development	434	4.05	7
14.	Understanding children's roles in the family	461	4.04	8
2.	Identifying emotional factors related to parenting	430	3.97	9
6.	Providing prenatal and postnatal care for mother and infant	374	3.97	9
7.	Understanding the principles of prenatal and neonatal development	393	3.96	11
3.	Evaluating expenses required during the prenatal and postnatal period	348	3.95	12
16.	Understanding principles and methods of effective guidance	461	3.95	12
19.	Evaluating child care in terms of children's basic needs	439	3.92	14
9.	Promoting physical, cognitive, social, emotional, and personality development of children	422	3.91	15
4.	Managing resources effectively to meet children's needs	383	3.90	16
12.	Understanding effects of heredity and environment on personal characteristics	459	3.76	17
21.	Determining society's role in protecting and meeting the needs of children	386	3.63	18
23.	Exploring careers and job opportunities related to child development	344	3.60	19
11.	Relating principles of human development to specific children	357	3.58	20
20.	Locating community resources available to children and their families	346	3.45	21
22.	Identifying laws and regulations related to children	305	3.44	22
10.	Promoting the development of exceptional children	306	3.42	23
	MEAN OF CHILD DEVELOPMENT ITEMS		3.84	

TABLE 20
MEANS AND RANK ORDER OF SPECIFIC ITEMS IN CLOTHING AND TEXTILES

	ITEM	Number	Mean	Rank Order
20.	Relating grooming and apparel to job success	571	4.31	1
6.	Planning an appropriate wardrobe to meet individual needs	576	4.22	2
11.	Applying consumer skills to purchasing patterns, fabrics, notions, and sewing equipment	573	4.14	3
8.	Selecting appropriate clothing designs for the individual	574	4.12	4
9.	Utilizing consumer skills in purchasing clothing and accessories	570	4.12	4
13.	Constructing garment using appropriate techniques and procedures	566	4.09	6
1.	Understanding significance of clothing to individuals	573	4.08	7
2.	Recognizing fashion trends	584	4.08	7
16.	Using appropriate pressing equipment and techniques	559	4.05	9
14.	Fitting garments to the individual	565	4.01	10
10.	Planning clothing construction projects to meet individual needs	556	3.99	11
17.	Managing clothing care and storage	529	3.96	12
5.	Managing resources effectively in providing clothing for the individual and family	544	3.95	13
3.	Relating knowledge of textiles to clothing	560	3.87	14
12.	Using patterns to create customized garments for individuals	502	3.85	15
15.	Altering ready-made garments	485	3.80	16
18.	Applying consumer skills to purchasing clothing care services and products	501	3.79	17
7.	Relating elements and principles of design to clothing	551	3.79	17
21.	Exploring careers and job opportunities related to clothing and textiles	425	3.52	19
4.	Exploring textiles and apparel designing, manufacturing, and merchandising	474	3.46	20
19.	Identifying laws and consumer protection services related to clothing and textiles	434	3.31	21
	MEAN OF CLOTHING AND TEXTILES ITEMS		3.93	

Consumer Education. Consumer education items rated highest mainly pertained to consumer decisions, credit, spending patterns, and banking. Items rated the lowest related to laws and regulations, the marketing system, the American economy, and careers in consumer education. (See Table 21.)

Food and Nutrition. Table 22 shows the rank order of the items in food and nutrition. Using appropriate table manners was ranked highest. The next several items considered most useful by former students pertained to food purchasing; managing meal preparation, including safety and sanitation; and taking care of dietary needs of the family. Items rated the lowest in this area dealt with careers and jobs related to food and nutrition, world nutrition and food problems, laws and regulation related to food and nutrition, consumer protection, and significance and trends of food.

Home and Family Living. Items in home and family living which received the highest ratings were in the categories of marriage, developing social and emotional maturity, and various aspects of family life. Items rated as least useful pertained to laws related to family, culture, careers related to home and family living, and aspects of the family life cycle. (See Table 23.)

Home Management. Table 24 shows the rank order of home management items. The items which had the highest mean ratings pertained to application of management principles and work simplification to the occupation of homemaking. Items rated the lowest in home management dealt with careers, community resources related to home management, influences on family management, criteria for management, and management during the life cycle.

TABLE 21
MEANS AND RANK ORDER OF SPECIFIC ITEMS IN CONSUMER EDUCATION

	ITEM	Number	Mean	Rank Order
8.	Making effective consumer decisions regarding housing, home furnishings, equipment, clothing, food, transportation and services	544	4.26	1
12.	Using credit wisely	468	4.13	2
5.	Developing a workable budget or spending plan	542	4.11	3
11.	Using banking services in managing family finances	478	4.04	4
10.	Utilizing effective procedures for purchasing goods and services	534	3.99	5
2.	Relating financial management to the family life cycle	521	3.98	6
4.	Determining individual/family spending pattern	531	3.93	7
13.	Understanding types of savings and investments	439	3.90	8
16.	Maintaining family financial records	457	3.87	9
6.	Using consumer resources effectively	532	3.86	10
1.	Determining economic forces affecting the family	503	3.81	11
7.	Applying management principles to consumer decisions	505	3.80	12
9.	Determining factors which influence consumer purchasing	504	3.80	12
3.	Identifying factors which influence resources available to the individual or family	511	3.72	14
14.	Analyzing insurance needs and alternatives of individuals and families	402	3.72	14
15.	Determining responsibilities and benefits of taxation	385	3.60	16
18.	Relating the roles of the consumer to the American economy	426	3.56	17
20.	Identifying agencies and organizations providing consumer protection	433	3.44	18
21.	Identifying laws and regulations affecting consumers	431	3.42	19
22.	Exploring careers and job opportunities related to consumer education	400	3.42	19
19.	Relating government legislation to consumer protection	398	3.32	21
17.	Determining how the American market system functions	378	3.26	22
MEAN OF CONSUMER EDUCATION ITEMS			3.74	

TABLE 22
MEANS AND RANK ORDER OF SPECIFIC ITEMS IN FOOD AND NUTRITION

	ITEM	Number	Mean	Rank Order
20.	Using appropriate table manners when eating	602	4.43	1
15.	Using safe and sanitary practices in food storage and preparation	589	4.37	2
14.	Managing meal preparation, and food service	595	4.35	3
19.	Using kitchen equipment effectively	592	4.33	4
12.	Planning nutritious meals and snacks for individual, family, or guests	604	4.31	5
13.	Applying consumer skills to food buying	593	4.31	5
8.	Determining basic nutrition requirements of individuals	598	4.26	7
7.	Understanding sources and functions of nutrients needed by the body	594	4.23	8
21.	Conserving and preserving food	567	4.20	9
17.	Arranging work areas for food preparation	590	4.19	10
9.	Improving personal nutrition practices	598	4.19	10
18.	Selecting energy efficient kitchen equipment to meet family needs	523	4.12	12
6.	Relating energy needs of the body to weight control	580	4.10	13
10.	Applying nutrition principles to dietary needs throughout the life cycle	572	4.05	14
11.	Planning foods to meet special dietary needs of individuals	536	4.03	15
23.	Using reliable sources of food and nutrition information	565	4.01	16
22.	Recognizing food fads, deceptions and facts	547	3.90	17
5.	Understanding factors affecting food choices	574	3.86	18
16.	Relating chemicals and physical properties of foods to selection and preparation	515	3.84	19
3.	Understanding the social and cultural significance of food	539	3.68	20
4.	Analyzing food trends	531	3.57	21
2.	Recognizing the nutritional status of Americans	515	3.55	22
25.	Identifying consumer protection services related to food and nutrition	475	3.51	23
24.	Identifying local, state, and federal nutrition programs	469	3.47	24
26.	Identifying laws and regulations related to food and nutrition	482	3.44	25
1.	Exploring world nutrition problems and developments	452	3.42	26
27.	Exploring careers and job opportunities related to food and nutrition	441	3.39	27
	MEAN OF FOOD AND NUTRITION ITEMS		3.98	

TABLE 23
MEANS AND RANK ORDER OF SPECIFIC ITEMS IN HOME AND FAMILY LIVING

	ITEM	Number	Mean	Rank Order
15.	Determining commitments and adjustments necessary for marriage	521	4.23	1
8.	Developing social and emotional maturity	545	4.20	2
6.	Developing appreciation of self, family, peers, and community members	552	4.16	3
16.	Recognizing the basic roles and functions of the family and its members	550	4.13	4
7.	Recognizing individual needs at various stages of development	544	4.11	5
18.	Understanding potential emotional effects of parenthood on marriage and family life	474	4.10	6
13.	Understanding development of self and family members	540	4.08	7
17.	Determining rights and responsibilities of family members	548	4.08	7
12.	Determining factors which influence relationships with peers, children and other adults	537	4.02	9
9.	Maintaining mental health	518	4.00	10
10.	Developing a personal philosophy of life	527	3.92	11
4.	Recognizing the impact of change on families	524	3.92	11
14.	Adjusting to single adulthood	450	3.92	11
19.	Determining the cost of child rearing	442	3.90	14
11.	Developing skills for interacting in groups and with special individuals	511	3.88	15
24.	Managing family problems and crises	505	3.87	16
5.	Relating consumer and management skills to family relationships	521	3.84	17
27.	Relating quality of family life to job and career success	468	3.80	18
23.	Identifying factors affecting relationships within the family	521	3.78	19
2.	Determining the role of the family in the social structure	533	3.76	20
3.	Identifying interrelationships of the family and the community	524	3.73	21
20.	Coping with special parenting situations	408	3.73	21
26.	Determining the effects of career choice on the family life	477	3.71	23
21.	Recognizing possible adjustments, problems, and rewards at each stage of the family life cycle	483	3.70	24
28.	Exploring careers and job opportunities related to home and family living	408	3.64	25
1.	Determining the interrelationship of culture and the family	500	3.61	26
25.	Identifying family-related laws	413	3.48	27
22.	Examining support systems available at each stage of the life cycle	440	3.46	28
	MEAN OF HOME AND FAMILY LIVING ITEMS		3.87	

TABLE 24
MEANS AND RANK ORDER OF SPECIFIC ITEMS IN HOME MANAGEMENT

ITEM	Number	Mean	Rank Order
13. Applying management principles to feeding, clothing, housing, transporting, and obtaining services for the family	480	4.01	1
14. Managing household tasks and home maintenance	500	4.01	1
12. Managing to achieve personal and family goals	493	3.95	3
15. Applying work simplification principles to household tasks	480	3.94	4
3. Making effecitve decisions for managing the home and family	492	3.91	5
11. Utilizing time, energy, resources and skills in managing a home and family	480	3.90	6
17. Managing multiple roles in homemaking and wage earning	459	3.87	7
5. Determining family members' roles and responsibilities in managing resources	486	3.83	8
6. Utilizing family resources effectively	485	3.79	9
10. Applying management principles and procedures to personal and family living	472	3.76	10
18. Adapting to change in today's society	474	3.75	11
16. Managing family leisure time	460	3.73	12
2. Identifying factors affecting decisions and management	490	3.69	13
4. Identifying available family resources	478	3.69	13
8. Determining family members' roles and responsibilities in managing resources	465	3.64	15
1. Determining influences on family management practices	460	3.62	16
7. Adapting management practices throughout family life cycle	450	3.59	17
9. Establishing criteria for effective management	466	3.58	18
19. Identifying community resources related to home management	421	3.50	19
20. Exploring careers and job opportunities related to home management	380	3.41	20
MEAN OF HOME MANAGEMENT ITEMS		3.74	

Home Nursing. Table 25 shows the rank order of items in home nursing. Items which dealt with methods of providing for personal/family health were rated the most useful. Items pertaining to community and world health problems and careers related to home nursing were rated least useful.

Housing and Home Furnishings. Housing and home furnishings items rated as most useful dealt with selection and cost of housing and with making homes attractive and efficient. Lowest rated items related to careers in housing and laws, agencies, and organizations related to housing, home furnishings, and equipment. (See Table 26.)

Lowest Rated Items

RESEARCH QUESTION 7. Which items were rated as "Of Little Use" or "Of No Use" by 20 percent or more of the respondents?

Items which were rated as being of little or no use by 20 percent or more of the respondents are shown in Table 27. Four demographic variables significantly affected the usefulness ratings of the lowest rated items. These were: marital status, number of children, education, and employment. Items rated as being of little or no use by 20 percent or more of respondents were rated significantly lower by persons who were married, had children, had less education and were not employed.

Persons who were not married rated 18 items higher than those who were married. Persons with no children rated 22 items higher than those who had one or more children. These findings could be attributed to the fact that persons who are not married and those with no children can exercise greater control in their lives and practice principles learned in Consumer and Homemaking Education courses more easily than those who must involve other persons.

TABLE 25
MEANS AND RANK ORDER OF SPECIFIC ITEMS IN HOME NURSING

ITEM	Number	Mean	Rank Order
7. Determining methods for providing a safe and sanitary environment	437	4.08	1
2. Promoting personal health of family members	439	4.06	2
1. Identifying characteristics of a healthy person	418	4.00	3
4. Identifying health and safety needs of individual family members	428	3.97	4
8. Preparing for home emergencies	425	3.96	5
3. Recognizing factors influencing family health decisions	412	3.94	6
9. Utilizing first-aid procedures in home emergencies	396	3.90	7
13. Providing home health care for the infant and child	331	3.90	7
12. Providing home health care during pregnancy and postpartum	295	3.86	9
10. Locating community resources for assistance in emergencies	377	3.81	10
6. Applying management principles to family health and safety	394	3.79	11
14. Exploring the causes, symptoms, transmission, and prevention of communicable diseases	373	3.77	12
5. Identifying community health resources available to the family	391	3.70	13
11. Developing skills needed for home nursing	327	3.59	14
18. Adjusting to family health problems	331	3.53	15
15. Outlining procedures for home care of sick and convalescent patients	297	3.40	16
16. Outlining procedures for the care of the family member with a long-term illness	238	3.35	17
17. Providing home health care for the aged	254	3.35	17
19. Investigating alternatives to home health care	290	3.31	19
22. Identifying major health concerns of Americans	341	3.33	19
20. Evaluating factors affecting community health	302	3.27	21
23. Outlining services of public health organizations	321	3.29	21
25. Exploring careers and job opportunities related to home nursing	255	3.26	23
21. Assessing the impact of community health measures	295	3.25	24
24. Exploring factors contributing to world health problems	302	3.18	25
MEAN OF HOME NURSING ITEMS		3.65	

TABLE 26
MEANS AND RANK ORDER OF SPECIFIC
ITEMS IN HOUSING AND HOME FURNISHINGS

	ITEM	Number	Mean	Rank Order
14.	Arranging space and furnishings to meet individual and family needs	514	4.11	1
5.	Selecting appropriate housing for the individual or family in terms of needs, wants and income	502	4.10	2
15.	Planning storage and work areas to meet individual and family needs	490	4.07	3
16.	Creating pleasing interior designs	496	4.06	4
4.	Determining the cost of establishing a home	499	4.03	5
11.	Planning housing, furnishings, and equipment to meet individual and family needs	509	4.02	6
13.	Selecting and caring for home furnishings and equipment	500	3.97	7
7.	Applying consumer skills to purchasing housing, home furnishings and equipment	498	3.95	8
9.	Relating elements and principles of design to housing and home furnishings	498	3.92	9
8.	Evaluating methods of paying for housing	445	3.89	10
17.	Determining home maintenance responsibilities	485	3.88	11
18.	Acquiring home maintenance skills	477	3.86	12
12.	Evaluating furniture design	488	3.86	12
2.	Comparing housing alternatives available to individuals and families now and in the future	480	3.84	14
1.	Exploring the impact of housing and home furnishings on the individual and family	505	3.80	15
3.	Identifying factors influencing housing for individuals and families	498	3.80	15
10.	Relating knowledge of textiles to home furnishings	488	3.80	15
19.	Exploring alternatives and costs of home renovation and remodeling	380	3.68	18
6.	Exploring housing alternatives to meet special requirements of very young, disabled, or aged family members	357	3.61	19
20.	Examining the interrelationship of housing and the economy	409	3.55	20
21.	Understanding laws and regulations related to housing, home furnishings, and equipment	386	3.47	21
22.	Identifying agencies and organizations concerned with housing, home furnishings, and equipment	382	3.45	22
23.	Exploring careers and job opportunities related to housing and home furnishings	342	3.37	23
	MEAN OF HOUSING AND HOME FURNISHINGS ITEMS		3.81	

TABLE 27
DEMOGRAPHIC VARIABLES SIGNIFICANTLY AFFECTING LOWEST RATED ITEMS

Item and Mean Usefulness Rating[1]	Marital Status[2]	Number of Children[3]	Educational Level[4]	Employment Status[5]
CHILD DEVELOPMENT				
10. Promoting the development of exceptional children (3.42)		One or more**		Full-time homemaker*
22. Identifying laws and regulations related to children (3.44)		One or more***		Full-time homemaker*
CLOTHING AND TEXTILES				
4. Exploring textiles and apparel designing, manufacturing, and merchandising (3.46)	Married***	One or more**		
19. Identifying laws and consumer protection services related to clothing and textiles (3.31)	Married**	One or more**	High school or less*	Full-time homemaker**
21. Exploring careers and job opportunities related to clothing and textiles (3.52)		One or more**	Some college High school or less**	Full-time homemaker*
CONSUMER EDUCATION				
17. Determining how the American market system functions (3.26)	Married*	One or more**		Full-time homemaker**
18. Relating the roles of the consumer to the American economy (3.56)	Married**	One or more****		Full-time homemaker**
19. Relating government legislation to consumer protection (3.32)	Married***	One or more****	High school or less**	Full-time homemaker**
22. Exploring careers and job opportunities related to consumer education (3.42)	Married**	One or more***		Full-time homemaker*

*.05 significance level
**.01 significance level
***.001 significance level
****.0001 significance level

[1]Items rated "Of Little Use" or "Of No Use" by 20 percent or more of respondents.
[2]t test
[3]t test
[4]One-way analysis of variance
[5]One-way analysis of variance

Item[1]	Marital Status[2]	Number of Children[3]	Educational Level[4]	Employment Status[5]
FOOD AND NUTRITION				
1. Exploring world nutrition problems and developments (3.42)	Married***	One or more***		Full-time homemaker**
24. Identifying local, state, and federal nutrition programs (3.47)	Married****	One or more**	Some college High school or less**	Full-time homemaker**
26. Identifying laws and regulations related to food and nutrition (3.44)	Married**	One or more****	High school or less**	Full-time homemaker****
27. Exploring careers and job opportunities related to food and nutrition (3.39)	Married**	One or more****	Some college High school or less**	Full-time homemaker**
HOME MANAGEMENT				
19. Identifying community resources related to home management (3.50)	Married*	One or more***		Full-time homemaker*
HOME NURSING				
15. Outlining procedures for home care of sick and convalescent patients (3.40)	Married**	One or more**		
16. Outlining procedures for the care of the family member with a long-term illness (3.35)	Married**	One or more*		Full-time homemaker*
17. Providing home health care for aged (3.35)	Married**	One or more*		Full-time homemaker*
19. Investigating alternatives to home health care (3.31)				
20. Evaluating factors affecting community health (3.27)	Married**	One or more*		Full-time homemaker*
21. Assessing the impact of community health measures (3.25)	Married**	One or more*		
22. Identifying major health concerns of Americans (3.33)	Married*	One or more*		
23. Outlining services of public health organizations (3.29)	Married*	One or more*		Full-time homemaker*
24. Exploring factors contributing to world health problems (3.18)		One or more*		
25. Exploring careers and job opportunities related to home nursing		One or more*		

Six items were rated lower by respondents who had completed high school or less; three or these items were also rated lower by students who had completed some college. Employed persons rated 17 items higher than those who were not employed. This could be attributed to a broadening of individuals' perceptions of the usefulness of Consumer and Homemaking Education items as a result of their employment.

Items Marked "Not Covered" or "No Experience"

Respondents were asked to indicate "Not Covered" if the knowledge and skills item listed in the rating scale was not covered in the classes in which the former student enrolled. Respondents were asked to indicate "No Experience" if the former student had no personal experience related to the item. Analysis of these responses follows.

RESEARCH QUESTION 8. Which items were marked "Not Covered" or "No Experience" by 20 percent or more of the respondents?

Items which respondents most frequently indicated were not covered in the Consumer and Homemaking Education classes which they had taken in high school or with which they had had no personal experience are listed in Table 28. The items were included in the table if 20 percent or more of the respondents indicated the topic had not been covered in the classes in which they enrolled or if 20 percent or more of the respondents indicated that they had had no personal experience related to the item or both.

Of the 12 items which respondents most frequently reported not covered in the classes taken, eight were child development items, three were home nursing items, and one was a housing and home furnishings item. Of the 46 items for which respondents reported having no personal experience, five were in the area of child development, one was related to clothing and

TABLE 28
ITEMS MOST FREQUENTLY MARKED
"NOT COVERED" OR "NO PERSONAL EXPERIENCE"

Item	Not Covered Number	Not Covered Percentage[1]	No Personal Experience Number	No Personal Experience Percentage[1]
CHILD DEVELOPMENT				
3. Evaluating expenses required during the prenatal and postnatal period	155	25.3	109	17.8
4. Managing resources effectively to meet children's needs	149	24.8	69	11.5
5. Applying consumer skills to provision of housing, equipment, clothing, food, medical and child care for infants and young children	148	24.3	65	10.7
6. Providing prenatal and postnatal care for mother and infant	151	24.8	85	13.9
7. Understanding the principles of prenatal and neonatal development	128	21.0	88	14.5
10. Promoting the development of exceptional children	156	25.8	143	23.6
20. Locating community resources available to children and their families	127	20.9	136	22.3
21. Determining society's role in protecting and meeting the needs of children	101	16.6	122	20.0
22. Identifying laws and regulations related to children	118	19.8	174	29.1
23. Exploring careers and job opportunities related to child development	123	20.6	129	21.6
CLOTHING AND TEXTILES				
19. Identifying laws and consumer protection services related to clothing and textiles	48	7.8	132	21.5
CONSUMER EDUCATION				
13. Understanding types of savings and investments	20	3.3	141	23.5
14. Analyzing insurance needs and alternatives of individuals and families	31	5.1	171	28.3
15. Determining responsibilities and benefits of taxation	32	5.3	187	31.0
17. Determining how the American market system functions	34	5.6	192	31.8
18. Relating the roles of the consumer to the American economy	32	5.3	146	24.2
19. Relating government legislation to consumer protection	41	6.8	166	27.4

[1]Underscored percentages indicate items marked "Not Covered" or "No Personal Experience" by 20 percent or more of respondents.

Item	Not Covered		No Personal Experience	
	Number	Percentage	Number	Percentage
20. Identifying agencies and organizations providing consumer protection	37	6.1	133	22.1
21. Identifying laws and regulations affecting consumers	35	5.8	138	22.8
22. Exploring careers and job opportunities related to consumer education	69	11.5	129	21.6
HOME AND FAMILY LIVING				
25. Identifying family-related laws	43	7.3	130	22.2
HOME MANAGEMENT				
20. Exploring careers and job opportunities related to home management	17	3.0	133	23.4
HOME NURSING				
1. Identifying characteristics of a healthy person	17	3.0	133	23.4
3. Recognizing factors influencing family health decisions	23	4.1	131	23.1
4. Identifying health and safety needs of individual family members	23	4.1	115	20.3
5. Identifying community health resources available to the family	29	5.1	147	25.9
6. Applying management principles to family health and safety	27	4.8	143	25.4
8. Preparing for home emergencies	21	3.7	121	21.3
9. Utilizing first-aid procedures in home emergencies	35	6.2	133	23.6
10. Locating community resources for assistance in emergencies	34	6.0	154	27.3
11. Developing skills needed for home nursing	56	10.0	177	31.6
12. Providing home health care during pregnancy and postpartum	112	19.8	158	27.0
13. Providing home health care for the infant and child	96	17.1	136	24.2
14. Exploring the causes, symptoms, transmission, and prevention of communicable diseases	53	9.4	140	24.7
15. Outlining procedures for home care of sick and convalescent patients	88	15.5	182	32.1
16. Outlining procedures for the care of the family member with a long-term illness	133	23.5	196	34.6

Item	Not Covered		No Personal Experience	
	Number	Percentage	Number	Percentage
17. Providing home health care for the aged	121	21.3	192	33.9
18. Adjusting to family health problems	66	11.7	169	29.9
19. Investigating alternatives to home health care	89	15.8	185	32.8
20. Evaluating factors affecting community health	77	13.6	187	33.0
21. Assessing the impact of community health measures	80	14.1	191	33.7
22. Identifying major health concerns of Americans	52	9.2	171	30.3
23. Outlining services of public health organizations	63	11.2	181	32.0
24. Exploring factors contributing to world health problems	76	13.5	187	33.1
25. Exploring careers and job opportunities related to home nursing	112	20.3	184	33.4
HOUSING AND HOME FURNISHINGS				
6. Exploring housing alternatives to meet special requirements of very young, disabled, or aged family members	99	16.8	135	22.8
19. Exploring alternatives and costs of home renovation and remodeling	68	11.5	145	24.5
20. Examining the interrelationship of housing and the economy	42	7.1	142	23.9
21. Understanding laws and regulations related to housing, home furnishings, and equipment	44	7.4	162	27.4
22. Identifying agencies and organizations concerned with housing, home furnishings, and equipment	56	9.5	153	25.9
23. Exploring careers and job opportunities related to housing and home furnishings	120	20.3	129	21.8

textiles, nine were in the area of consumer education, one was in home and family living, one was in home management, twenty-three were in the area of home nursing, and six were in the area of housing and home furnishings. Six items appeared in both categories (not covered in classes taken and no personal experience).

Not Covered. Of the 12 items reported as not covered in the classes taken by 20 percent or more of the respondents, three dealt with exploring careers and job opportunities, three with the prenatal and neonatal period of child development, two with financial considerations in meeting children's needs, one with exceptional children, one with community resources available to children and their families, and two with home care of a family member with a long-term illness or for the aged. The coverage of specific items in the classes taken by the respondents would have depended upon the combination of classes in which they enrolled. In addition, emphasis on career education, which began in the early 70's, took several years to be realized in the public schools. Three topics related to career education, were not covered in the classes taken by 20 percent or more of the respondents.

No Experience. The age of the respondents, the fact that many were still in school, and the fact that over one-third were single and that more than half did not have children probably accounts for the number of items with which the respondents reported having no personal experience. Several types of topics were rated low more often than others. Five of the items involved exploring careers and job opportunities. Six items dealt with legislation and laws related to the family and consumer. Six items involved identifying the resources available through agencies and organizations serving the family.

Benefits and Suggestions

Part D of the questionnaire consisted of three open-ended questions regarding the benefits of and suggestions for improving Consumer and Homemaking Education courses. Responses to these questions were categorized for statistical analysis. Sample responses are provided below and in Appendix I.

RESEARCH QUESTION 9. What benefits of and suggestions for improving consumer and homaking education did respondents identify?

Personal Benefits

In answering how Consumer and Homemaking Education had helped them personally, former students mentioned home and family life most frequently. (See Table 29.) Food and nutrition, clothing and textiles, and home management were mentioned frequently also. Representative statements included:

> Homemaking helped me to understand the basic physical and emotional needs of young children and how to deal with these needs. Hispanic female, 1977.
>
> Child development class taught me how to work with my children and become aware of their needs. White female, 1978.
>
> I know how to dress to meet the public and how to look my best. Black female, 1978.
>
> I know how to sew and I can buy ready-made clothes knowing that they are constructed well enough to stay together. I know quality vs. price. White female, 1978.
>
> Homemaking has made me more perceptive as a consumer. Black male, 1978.
>
> As a consumer, I can select goods and services by evaluating the quality. White male, 1978.
>
> Preparation of food is easier because I understand how to shop and make my time work for me. White female, 1978.
>
> Home economics has helped me realize the good sense of nutrition and smart buying for my family and my home. Black female, 1976.

TABLE 29
BENEFITS AND SUGGESTIONS GIVEN BY FORMER STUDENTS

1. Describe three ways homemaking education classes have helped you personally.

	Total Responses	Percentage
Child Development	109	6.6
Clothing and Textiles	265	15.9
Consumer Education	82	4.9
Food and Nutrition	352	21.2
Home & Family Living	412	24.7
Home Management	212	12.7
Home Nursing	2	0.1
Housing and Home Furnishings	77	4.6
Other	157	9.4
	1668	100.0

2. Describe three ways homemaking education classes have helped you as an employee.

Child Development	84	7.0
Clothing and Textiles	197	16.5
Consumer Education	58	4.9
Food and Nutrition	102	8.5
Home & Family Living	415	34.7
Home Management	148	12.4
Home Nursing	2	0.2
Housing & Home Furnishings	8	0.7
Other	181	15.1
	1195	100.0

3. What suggestions do you have for improving homemaking education classes?

Teaching/learning experiences	470	46.9
Objectives (relevance)	229	22.9
Content, materials, resources	140	14.9
Other	163	16.2
	1002	100.0

Homemaking taught me how to be a better wife and mother. White female, 1976.

It helped me better understand my parents' problems about managing a home and family from top to bottom. White male, 1977.

Our family budget is based upon some suggestions from my homemaking classes. White female, 1978.

Homemaking taught me how to manage my money. American Indian female, 1976.

Knowledge of management in the home has helped me become more organized and be aware of many hazards in the home. Hispanic female, 1978.

The home nursing class helped me to learn C.P.R. and to care for someone who is to be confined to the bed for a long period of time. Black female, 1977.

The first aid skills I learned in home nursing have really helped with two children. White female, 1975.

Homemaking gave me a great amount of knowledge in the area of housing. Black male, 1977.

I learned decorating, color schemes and how to buy good quality furniture on a budget. Hispanic female, 1976.

Employee Benefits

The second open-ended question asked the respondents to describe ways that Consumer and Homemaking Education had helped them as employees. Again home and family life was mentioned most often. (See Table 29.) Some examples of respondents' statements relating to employment for various subject areas were:

I am the housemother for 21 boys at West Texas Boys Ranch. I feel like my homemaking classes taught me to better understand the different stages that they are going through. White female, 1975.

In my part-time baby-sitting job, the area of child development and care gave me several good references to use when caring for small children. White female, 1977.

I worked several years in a clothing store and then managed a small clothing store for two years. The clothing classes really helped me. White female, 1975.

Being dressed appropriately, attractively, and economically is important in the job market. Black female, 1975.

Through consumer education I learned how to buy office supplies and products that are of good quality. Hispanic male, 1977.

Homemaking helped me become aware of 'consumerism' and the impact we make on our environment as consumers. White female, 1977.

Since I lead a fast-paced life, preparing menus in advance helps me devote more time to my job. I can leave work a little later than I normally would, since I already know exactly what to prepare for dinner. Hispanic female, 1977.

My knowledge about foods and nutrients has been necessary for my job at the health food store. White female, 1978.

Homemaking classes helped me learn responsibility and develop a better attitude toward work. White female, 1975.

Homemaking has helped me as an employee to understand myself and others. White male, 1978.

It has helped me understand management better. White male, 1978.

I learned a lot about time management. White female, 1978.

Homemaking has helped me in managing a home care program for disabled individuals. White male, 1978.

Home nursing taught me health and safety factors involved in caring for people. White female, 1976.

I own my own business and the knowledge I gained in home furnishings helped me decorate my store and select my furniture. Black female, 1975.

It has given me knowledge in selling kitchen appliances. White female, 1978.

Suggestions for Improvement

The final open-ended question asked for suggestions for improving Consumer and Homemaking Education classes. Only part of the respondents had suggestions for improvement. Of these suggestions, teaching/learning

experiences was the largest category. Some examples of suggestions in this area were:

> Have the homemaking set up so that students can practice what they are taught, such as child care or volunteer work with the aged. Black female, 1976.

> There needs to be more field trips, home projects, and more class experiences. White male, 1978.

Making course objectives for subject areas relevant to real life situations was another category for improving Consumer and Homemaking Education. Sample quotations pertaining to relevance were:

> There should be more emphasis on all phases of consumer education--more information on leases, mortgages, types of financing, etc. White female, 1975.

> There needs to be more discussion on purchasing a home, economic trends, and life as a single adult. White female, 1978.

A third category of responses related to content, materials, and resources used in Consumer and Homemaking Education courses. Representative comments included:

> There should be more study in the area of prenatal care. White female, 1975.

> Books and other information should be updated. Black female, 1978.

Additional selected statements from Part D of the questionnaire can be found in Appendix I.

Telephone Interviews

A total of 65 former Consumer and Homemaking Education students were contacted by telephone. This number represented ten percent of the questionnaires returned. These students were chosen by selecting every tenth number from a randomized table of numbers to represent the corresponding number of one of the returned questionnaires.

In the telephone interview, former students were asked to respond to four questions. Some of the former students gave more than one answer to some of the questions. The answers to each question were categorized for data analysis. The four questions were:

Benefits to Homemaker

1. How would you describe the benefits of Consumer and Homemaking Education to you as a homemaker?

   A Black female who graduated from high school in 1978 stated, "It has helped me save time shopping in the grocery store, looking for good buys and nutritional food. Also it has helped me in buying a home."

   A White male who graduated from high school in 1980 said, "I learned how to make decisions facing me as a parent and I also understand my parents better."

   A White female, 1976 graduate from high school, said, "I have used my consumer knowledge in managing my home and budget. I also feel I'm a better parent and housekeeper."

   A Black female, 1979 graduate from high school, said, "I was never good in the kitchen until I took Consumer and Homemaking Education and there I learned how to cook and what was nutritionally important for me to eat."

Responses to Question 1 were categorized by Home Economics subject areas in rank order as follows:

Subject Area	Number of Students Commenting on Benefits of Specific Areas
Food and Nutrition	30
Consumer Education	25
Clothing and Textiles	18
Home and Family Life	18
Home Management	16
Child Development	14
Housing and Home Furnishings	4
Home Nursing	1

Eight students felt that Consumer and Homemaking Education had helped them in all areas of their life.

Benefits to Employee

2. How would you describe the benefits of Consumer and Homemaking Education to you as an employee?

A sample of the comments made in response to Question 2 were as follows:

A Hispanic female, 1977 graduate from high school, stated, "I learned leadership skills through homemaking and Future Homemakers of America. These have been very helpful in my work."

A Black male, 1977 graduate from high school, stated, "Consumer and Homemaking Education gave me a better understanding of managing my money. It also helped me in selecting clothing to meet my needs. Child development helped me during my employment at Big Spring State Hospital. I worked with adolescent children in their development, growth, and behavior."

A White female, 1976 graduate from high school, said "Homemaking has been very beneficial to me in making family and economic decisions. It has also helped me with my career decisions."

A Black female, 1978 graduate from high school, stated, "I own my own business, and the knowledge I gained from homemaking has helped me manage my company. I did the decorating and what I learned in homemaking was very beneficial."

Other responses to Question 2 were divided into the following categories:

Seven students felt that Consumer and Homemaking Education had benefited them in looking for and obtaining a job. They also commented that they had

gained knowledge in acquiring a job, especially jobs related to Home Economics.

Twenty-seven of the students volunteered that Consumer and Homemaking Education had helped them develop human relations skills which they were able to utilize in their employment. The skills named included patience, understanding, and getting along with people of different age levels.

Personal development skills gained in Consumer and Homemaking Education were mentioned by twenty-eight students. Specifically, seven referred to the self-confidence they had gained in Consumer and Homemaking Education. Twelve stated that Consumer and Homemaking Education had helped them improve their personal appearance.

Specific job skills were mentioned by twelve students. These included:

Buying and selling
Working with hospital patients
Knowledge of child care facilities and procedures
Working with the handicapped
Decorating and interiors
Caring for the disabled

Most Valuable Subject Areas

3. The major areas in Consumer and Homemaking Education are: Child Development, Clothing and Textiles, Consumer Education, Food and Nutrition, Home and Family Living, Home Management, Home Nursing and Home Furnishings.
   a. Of these areas, which have helped you the most?

   A sample of the responses given were as follows:

   A White female, 1977 graduate from high school, said, "Child development was the most helpful of all the homemaking courses I took."

   A White female, 1978 graduate from high school, stated, "Homemaking I was the most helpful because I learned the basics of homemaking. Home and family has really been helpful since I married and had a child."

   A Black female, 1978 graduate from high school, said, "Clothing and textiles and home furnishings have both really helped me."

The following chart shows the rank order of subject areas mentioned most often by respondents.

Subject Area	Total Responses
Homemaking I	17
Home and Family Life	14
Child Development	11
Consumer Education	10
Home Management	4
Clothing and Textiles	3
Homemaking II	3
Home Furnishings	1
Food and Nutrition	1

One student said that all Consumer and Homemaking Education courses had benefited equally.

b. Have you had difficulty in any of these areas?

Only three students reported having had difficulty in any Consumer and Homemaking Education courses. Two reported clothing and textiles as being difficult.

Suggestions for Improvement

4. What suggestions do you have for improving Consumer and Homemaking Education?

Some students gave suggestions for improving Consumer and Homemaking Education courses. Other students, however, felt no improvement was needed.

> A Black female, 1978 graduate from high school, said, "Class time should be longer for all homemaking courses, especially the ones like home management, because just when you get into a really good discussion, the class is over. I think classes should be two hours long."

> A Hispanic male, 1979 graduate from high school, stated "All homemaking classes need to be longer because there isn't enough time to cover all subject areas."

A White male, 1977 graduate from high school, suggested, "Classes should be longer and more in depth."

The following chart shows the rank order of suggestions mentioned most often by students:

Suggestions	Total Responses
Classes should be smaller and more in depth	17
Class time should be longer	11
More males should be involved in Consumer and Homemaking Education	11
Everyone should have the opportunity to take Consumer and Homemaking Education	10
Materials and equipment need to be updated	4
More course work is needed in the area of budgeting	3

CHAPTER IV

CONCLUSIONS AND IMPLICATIONS

The overall purpose of the study was to measure the effectiveness of Consumer and Homemaking Education in secondary schools of Texas. The focus of the study was on former students' perceptions of the usefulness of the knowledge and skills needed for the occupation of homemaking and taught in Consumer and Homemaking Education classes. Another objective was to determine if specific demographic variables affected former students' perceptions of the effectiveness of Consumer and Homemaking Education.

Conclusions

Findings of the study relative to the research questions were reported in Chapter III. Based on these findings the following conclusions were drawn.

1. CONSUMER AND HOMEMAKING EDUCATION IS USEFUL TO STUDENTS IN THEIR PERSONAL LIVES. Out of the 631 former students last enrolled in Consumer and Homemaking Education between the years 1974 and 1978, 526 (83.9 percent) felt that Consumer and Homemaking Education classes had been helpful to them in their personal lives, 99 (15.8 percent) felt that they had been somewhat helpful, and only two (0.3 percent) of the former students felt that Consumer and Homemaking Education classes had not been helpful. The rank orders of specific items within each subject area indicated that the means for only 30 of the 189 specific items fell below 3.5 and none below 3.0 on the five-point scale (5 = very useful to 1 = of no use).

Most of the respondents reported having had personal experiences related to the 189 items on the questionnaire. In listing ways Consumer and Homemaking

Education classes had benefited them personally, students' comments most frequently fell in the areas of home and family living, food and nutrition, clothing and textiles, home management, and child development. In the telephone interviews, consumer education was also among the most beneficial subject areas named.

2. CONSUMER AND HOMEMAKING EDUCATION IS USEFUL TO STUDENTS IN THEIR EMPLOYMENT. A total of 531 (83.4 percent) of the respondents indicated that the knowledge and skills gained in Consumer and Homemaking Education helped them as employees (regardless of the type job). Only 68 (10.9 percent) did not perceive Consumer and Homemaking Education as helpful to them as employees. The remainder (3.7 percent) had never been employed. In addition, former students who were employed rated items in five subject areas (clothing and textiles, consumer education, food and nutrition, home furnishings, and home management) higher than did those who were not employed, although mean ratings for both groups exceeded 3.49 in all subject areas. Specific comments regarding the ways Consumer and Homemaking Education classes had benefited former students as employees most frequently related to the subject areas of home and family living, clothing and textiles, home management, and food and nutrition.

3. ALL SUBJECT AREAS OF CONSUMER AND HOMEMAKING EDUCATION ARE USEFUL TO STUDENTS. Former students rated the usefulness of all Consumer and Homemaking Education subject areas high. Mean usefulness ratings for subject areas ranged from 3.7 for home nursing to 4.0 for food and nutrition on a five-point scale with 5.0 being very useful. Only three-tenths of a point separated the lowest and highest ranked subject areas. Of the individual items within each subject area, none received a mean rating

below 3.0 (of some use) and the majority were nearer 4.0 (useful).

5. CONSUMER AND HOMEMAKING EDUCATION SUBJECT AREAS ARE USEFUL TO STUDENTS REGARDLESS OF ETHNIC HERITAGE. Seven subject areas showed no significant differences in mean usefulness ratings on the basis of ethnic heritage. A significant difference in ratings between non-whites and a sample of whites existed for food and nutrition at the .01 level; the rating of nonwhites was higher for food and nutrition. However, the lowest mean usefulness rating by either group was 3.56 on a five-point scale (5=very useful).

6. CONSUMER AND HOMEMAKING EDUCATION IS USEFUL TO FORMER STUDENTS REGARDLESS OF MARITAL STATUS OR NUMBER OF CHILDREN. Mean ratings by both married and unmarried former students were high even in areas where there were significant differences. The same was true regarding mean ratings of those with or without children. In the subject areas in which significant differences occurred the lowest mean rating was 3.57 with 5.0 being very useful.

7. CONSUMER AND HOMEMAKING EDUCATION IS USEFUL TO FORMER STUDENTS REGARDLESS OF EDUCATIONAL LEVEL. No significant variance occurred between educational level and mean usefulness ratings in five Consumer and Homemaking Education subject areas. Although significant differences were found in clothing and textiles, consumer education, and food and nutrition, the mean usefulness ratings were high regardless of educational level.

8. CONSUMER AND HOMEMAKING EDUCATION IS USEFUL TO STUDENTS REGARDLESS OF THE SIZE COMMUNITY IN WHICH THEY LIVE. Students currently living in communities of various sizes reported that the knowledge and skills gained

in Consumer and Homemaking Education were useful in their personal lives. Means for respondents living in all sizes of communities exceeded 3.6. Former students now living in larger communities rated the usefulness of items in three subject areas higher than did those now living in smaller communities.

9. KNOWLEDGE AND SKILLS GAINED IN CONSUMER AND HOMEMAKING EDUCATION ARE USEFUL TO STUDENTS OVER AN EXTENDED PERIOD OF TIME. Former students last enrolled during the years 1974 and 1978 did not differ significantly in their usefulness ratings except in the subject areas of food and nutrition and home and family living. More recent graduates rated these two areas higher than did other respondents. However, means for all former students were above 3.5 in all subject areas.

10. CONSUMER AND HOMEMAKING EDUCATION IS EFFECTIVE IN SCHOOLS OF ALL SIZES. Mean ratings of all subject areas exceeded 3.49 for all school sizes. The greatest differences in ratings were between respondents who attended very large schools and those who attended very small schools, with those who attended very large schools having consistently higher ratings.

11. IN-DEPTH STUDY WITHIN A CONSUMER AND HOMEMAKING EDUCATION SUBJECT AREA INCREASES ITS PERCEIVED USEFULNESS. Enrollment in the related specialized courses had more effect on mean ratings of Consumer and Homemaking Education subject areas than the number of sequence courses (Homemaking I, II, III, or IV) taken. The mean rating of each subject area was significantly higher for students who had enrolled in the related specialized course, except for home management, than for students who had enrolled in other Consumer and Homemaking Education courses. The number of sequence courses taken significantly affected mean usefulness ratings only for clothing and textiles

and home and family living. However, mean ratings were high regardless of courses taken.

12. THE VAST MAJORITY OF ALL ITEMS IN THE EIGHT SUBJECT AREAS ARE COVERED IN THE CONSUMER AND HOMEMAKING EDUCATION COURSES OFFERED IN TEXAS. Out of a total of 189 items, only 12 were reported by 20 percent or more of the respondents as "not covered" in the classes taken.

13. FUTURE HOMEMAKERS OF AMERICA, HOME EXPERIENCES, AND HOME VISITS ARE AN INTEGRAL PART OF CONSUMER AND HOMEMAKING EDUCATION IN TEXAS. Of the 631 respondents, 546 (87.2 percent) indicated that they were members of Future Homemakers of America while enrolled in Consumer and Homemaking Education classes. A total of 579 (92.3 percent) reported that they completed home experiences or home projects while enrolled in homemaking education. Home visits were reported by 377 (60.0 percent). This figure may not reflect other types of contacts which may have occurred between the consumer and homemaking education teacher and former students' parents.

Implications

The findings of the study support continued emphasis on the interrelatedness of the various components of Consumer and Homemaking Education. All home economics subject areas are valuable to students in both their personal lives and employment. The special features of Consumer and Homemaking Education, including Future Homemakers of America, home experiences, and home visits, reinforce the relevance of Consumer and Homemaking Education. A continued emphasis on specialized courses is appropriate since in-depth study of a home economics subject area increases its perceived usefulness.

The study points out the current relevance of Consumer and Homemaking Education curriculum at this point in time. However, the dynamic nature of the subject matter necessitates the frequent review and revision of content to ensure continued relevance. The study reveals that home nursing (family/individual health) is one subject area that currently needs this type of review.

Results of the study can be utilized in various other ways. Home economics teacher educators can use the findings to improve pre-service education programs. State, area, and local in-service education can be based upon the findings. The data can be used in instructional materials development for Consumer and Homemaking Education.

The findings of the study can have a tremendous impact on Consumer and Homemaking Education in Texas. By disseminating the findings of the study, the extremely positive value of Consumer and Homemaking Education can be communicated to the following policy and decision-makers:

Federal legislators
State legislators
The State Board of Education
The Texas Education Agency
Teacher Educators
Local school boards
School administrators
School counselors
Teachers
Students
Parents
Community organizations

In communicating the value of Consumer and Homemaking Education to others, special emphasis should be given to its usefulness to students in their personal lives and as employees. Whether male or female, regardless of ethnic heritage, in schools and communities, of all sizes over an extended period of time, and regardless of marital status, number of children or educational level, individuals perceive that Consumer and Homemaking Education makes a difference in their lives.

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APPENDICES

Appendix A
Sequential Schedule

Sequence of Steps	Estimated Time Schedule
General Activities	July 1, 1982 to June 30, 1983
Confer periodically with the Texas Education Agency.	
Maintain financial records, payrolls, personnel activity reports.	
First Quarter	July 1, 1982 to September 30, 1982
Secure personnel.	
Establish an Advisory Committee.	
Establish a team of area facilitators.	
Review literature related to program evaluation.	
Prepare quarterly report for the funding agency.	
Second Quarter	October 1, 1982 to December 31, 1982
Confer with statistician.	
Develop the survey instrument	
Have instrument approved by Texas Education Agency, a panel of experts, a statistician, and the Advisory Committee.	
Develop a telephone interview schedule.	
Identify the sample for the mail survey.	
Establish procedures for collecting data.	
Meet with area facilitators regarding data collection.	

Sequence of Steps	Estimated Time Schedule
Pilot test the mail survey instrument.	
Conduct the statistical analysis of pilot test results.	
Prepare quarterly report for the funding agency.	
Third Quarter	January 1, 1983 to March 31, 1983
Revise mail survey instrument for data collection as needed.	
Obtain final approval of survey instrument.	
Print survey instrument.	
Mail survey instruments.	
Develop telephone interview instrument.	
Have telephone interview instrument approved by Texas Education Agency, a panel of experts, a statistician, and the Advisory Committee.	
Train telephone interviewers.	
Establish for telephone interviewers.	
Identify telephone survey sample.	
Begin telephone interviews.	
Prepare quarterly report for funding agency.	
Fourth Quarter	April 1, 1983 to June 30, 1983
Continue telephone interviews.	
Conduct follow-up for mail survey sample.	
Code and record data.	

Sequence of Steps	Estimated Time Schedule
Enter data into computer.	
Conduct computer analysis.	
Interpret data.	
Prepare comprehensive final report. Submit 100 copies to funding agency.	
Work with Texas Education Agency staff to develop dissemination plans for project results.	

Appendix B
Area Facilitators

Area 1 - JoAnn Snider
Dimmitt High School
Dimmitt, TX 79027

Area 2 - Carol Limmer
3801 Austin
Snyder, TX 79549

Area 3 - Sheila Anderson
Kline High School
7200 Spring-Cypress Road
Spring, TX 77379

Area 4 - Renee Dudensing
Box 307
Rule High School
Rule, TX 79547

Area 5 - Susan White
18201 LBJ Freeway
North Mesquite High School
Mesquite, TX 75150

Area 6 - Cathy Garrison
Winnsboro High School
P.O. Box 12
Winnsboro, TX 75494

Area 7 - Carol Summy
Blanco High School
P.O. Box 340
Blanco, TX 78606

Area 8 - Marilyn Doherty
Connally High School
Rita at James Streets
Waco, TX 76705

Area 9 - Jean Steel
Douglass ISD
Douglass, TX 75943

Area 10 -Etta Champagne
Pettus ISD
Box D
Pettus, TX 78416

Appendix C

LETTER TO AREA FACILITATORS

Dear

This year the Texas Education Agency is funding one of the most significant studies for Consumer and Homemaking Education since the 1976 legislation. The project is entitled "Study of the Effectiveness of Secondary Consumer and Homemaking Instruction in Texas." The major purpose of the study is to measure the extent to which former students perceive the usefulness of the knowledge and skills gained in secondary consumer and homemaking education courses for dealing with real life situations. Camille G. Bell, Chairperson of Home Economics Education, Texas Tech University and Linda R. Glosson, Director of the Home Economics Instructional Materials Center Texas Tech University are co-directors of the project.

The research project is designed for 1982-83 and was initiated September 1, 1982. You have been identified by Mrs. Jean Barton and your area Texas Education Agency consultant as a key person in your part of the state to assist with the project. You were selected to serve as one of the ten area facilitators to assist with data collection for the project. An abstract of the project is enclosed.

We sincerely hope that you will be able to participate in this project. An orientation session to review procedures for implementing the project has been scheduled for:

October 20th
9:00 a.m. - 12:30 p.m.
Second Floor Conference Room
Texas Education Agency Building
1200 E. Anderson Lane (Highway 183)
(Between Cameron Road and I 35)
Austin, TX

(NOTE: Going west on Highway 183 you will see a green highway sign designating the location of the Texas Education Agency building.)

If you need to come to Austin the night before, the Chariot Inn, 7300 Interstate 35N, (512) 452-9371, is near the TEA building or call us at Texas Tech University and we will try to find you a roommate if you would like.

Appendix D

Agenda for Meeting of Area Facilitators

STUDY OF THE EFFECTIVENESS OF
SECONDARY CONSUMER AND HOMEMAKING EDUCATION
IN TEXAS

Funded by: The Texas Education Agency
Department of Occupational Education
and Technology,
Research Coordinating Unit

AGENDA

Place: Texas Education Agency Building
Second Floor Conference Room
Austin, TX

Date: October 20, 1982

Time: 9:00 - 12:30 p.m.

INTRODUCTION

RELEVANCE OF THE PROJECT TO
CONSUMER AND HOMEMAKING EDUCATION
IN TEXAS

OVERVIEW OF THE PROJECT AND
ROLE OF AREA FACILITATORS

INPUT FROM AREA FACILITATORS ON PROJECT PROCEDURES

ANALYSIS OF SURVEY INSTRUMENT FOR THE PROJECT

EXPRESSION OF APPRECIATION TO ADMINISTRATORS of AREA
FACILITATORS

TRAVEL VOUCHERS

OTHER

Appendix E
Participating Teachers

AREA I		
Mrs. Judy Babcock	Groom High School	Groom, TX
Miss Cassandra Cargile	Lazbuddie High School	Lazbuddie, TX
Mrs. Joyce Cheatham	Monterey High School	Lubbock, TX
Mrs. Joyce Shelton	Philips High School	Borger, TX
Mrs. Marie Slover	Springlake High School	Earth, TX
Mrs. Joanne Snider	Dimmitt High School	Dimmitt, TX
Mrs. Kathy Via	Happy High School	Happy, TX
Mrs. Lucy Walker	Amarillo High School	Amarillo, TX
Mrs. Ruth Wiley	Wheeler High School	Wheeler, TX
AREA II		
Ms. Kay Blackley	Roscoe High School	Roscoe, TX
Ms. Carolyn Derouen	Snyder High School	Snyder, TX
Ms. Carolyn Flanagan	Bronte High School	Bronte, TX
Ms. Debrough Judah	Hermleigh High School	Hermleigh, TX
Ms. Virginia Martin	Big Spring High School	Big Spring, TX
Ms. Katherine Owen	Jayton High School	Jayton, TX
Ms. Patti Rambo	Tahoka High School	Tahoka, TX
Ms. Julia Ross	Pecos High School	Pecos, TX
Ms. Betty Wink	Marathon High School	Marathon, TX
AREA III		
Mrs. Betty Henderson Bauer	Fayetteville High School	Fayetteville, TX
Mrs. Willene Bott	East Bernard High School	East Bernard, TX
Mrs. Betty Davis	Klein High School	Spring, TX
Mrs. Doretta Holloway	Burton High School	Burton, TX
Mrs. Margaret January	Aldine High School	Houston, TX
Mrs. Barbara Macha	El Campo High School	El Campo, TX
Mrs. Teresa Nickleberry	Waller High School	Waller, TX
AREA IV		
Ms. Betty Addison	Lipan High School	Lipan, TX
Ms. Cheryl Chastain	Graham High School	Graham, TX
Ms. Sondra Craig	Pottsville High School	Pottsville, TX
Ms. Geneva Day	Granbury High School	Granbury, TX
Ms. Joyce Jeter	Paint Creek High School	Haskell, TX
Ms. Lillian Wilhelm	Hamilton High School	Hamilton, TX

AREA V		
Mrs. Sandra Berner	Prosper High School	Prosper, TX
Mrs. Paula Brown	Anna High School	Anna, TX
Mrs. Sarah Brown	Aubrey High School	Aubrey, TX
Ms. Tanya R. Cook	R.L. Turner High School	Carrollton, TX
Mrs. Roxie Dinstel	Era High School	Era, TX
Mrs. Elizabeth Higgs	Sanger High School	Sanger, TX
Ms. Velva Koebelen	Gainesville High School	Gainesville, TX
Ms. Rachel Pearce	Castelberry High School	Ft. Worth, TX
Ms. Becky Scribner	Forney High School	Forney, TX
AREA VI		
Ms. Wanda Bailey	Marshall High School	Marshall, TX
Ms. Mary Lou Hall	Fannindel High School	Ladonia, TX
Ms. Frances Keith	Quitman High School	Quitman, TX
Ms. Elloise Reeves	Edgewood High School	Edgewood, TX
Ms. Georgia Scott	Clarksville High School	Clarksville, TX
Ms. Phillis Welch	Mt. Pleasant High School	Mt. Pleasant, TX
AREA VII		
Ms. Emily Bierschwale	Junction High School	Junction, TX
Ms. Marilyn Bradley	Temple High School	Temple, TX
Ms. Marialyce Dittmar	Fredericksburg High School	Fredericksburg, TX
Ms. Dorothy Faltin	Center Point High School	Center Point, TX
Ms. Denise Farris	Boerne High School	Boerne, TX
Ms. Julia Krizak	Reagan High School	Austin, TX
Ms. Patsy Parmer	Holland High School	Holland, TX
Ms. Jean Pearson	Robert E. Lee High School	San Antonio, TX
Ms. Janice Rich	Comfort High School	Comfort, TX
Ms. Ivie Vernor	Nueces Canyon High School	Barksdale, TX
Ms. Delma Tovar	D'Hanis High School	D'Hanis, TX
Ms. Patsy Wotipka	Navarro High School	Geronimo, TX
AREA VIII		
Ms. Marilyn Doherty	Connally High School	Waco, TX
Ms. Linda Ewing	Moody High School	Moody, TX
Ms. Marilyn Judy	Crawford High School	Crawford, TX
Ms. Sammie Pierce	Midway High School	Waco, TX
Ms. Susan Reznick	Riesel High School	Riesel, TX
Ms. Diane Weathers	Robinson High School	Waco, TX
Ms. Glenda Weldon	Jefferson-Moore High School	Waco, TX

AREA IX

Mrs. Linda Crow	Kennard High School	Kennard, TX
Mrs. Linda Gazaway	Woodville High School	Woodville, TX
Mrs. Sue Keay	Conroe High School	Houston, TX
Mrs. Joyce Lowery	Woden High School	Woden, TX
Mrs. Sue McEachern	Chireno High School	Chireno, TX
Mrs. Becky Raney	Central Heights High School	Nacogdoches, TX
Miss Kathy Ray	Zavalla High School	Zavalla, TX
Mrs. Carol Smith	Huntsville High School	Hunstville, TX
Mrs. Jackie Tidwell	Cushing High School	Cushing, TX
Mrs. Peggy Wood	Westbrook Sr. High School	Beaumont, TX

AREA X

Mrs. Annetta Bailey	Agua Dulce High School	Agua Dulce, TX
Mrs. Janie Ballery	Victoria High School	Victoria, TX
Mrs. Linda Chumley	Skidmore-Tyran High School	Skidmore, TX
Mrs. Fran Galloway	Santa Rosa High School	Santa Rosa, TX
Mrs. Edna Jackson	Pleasanton High School	Pleasanton, TX
Mrs. Karen Jones	Pawnee High School	Pawnee, TX
Mrs. Della Miller	San Benito High School	San Benito, TX
Mrs. Maria Ramirez	San Isidro High School	San Isidro, TX
Mrs. Doris Schorsch	Jourdanton High School	Jourdanton, TX
Mrs. Eileen Sinks	Charlotte High School	Charlotte, TX
Mrs. Charlotte Smith	Harlingen High School	Harlingen, TX
Mrs. Pat Stevens	Lytle High School	Lytle, TX
Mrs. Mildred Young	Los Fresnos High School	Los Fresnos, TX

Appendix F
Procedures for Participating Teachers - Directions for Administering the Questionnaire to Former Students

Selecting Former Students

1. Secure approval for participation in the project from the appropriate administrator.

2. From your departmental or school files, identify students who were enrolled in Consumer and Homemaking Education (useful) classes in your school beginning with the 1974-75 school year and ending with the 1978-79 school year. Assign students by school year according to the last school year they enrolled in Consumer and Homemaking Education during the five-year period.

3. Determine which of these students completed at least three semesters (or four quarters) of home economics (excluding occupational courses) in grades 9-12 within the 1974-75 to 1978-79 school years. Identify students for whom you can obtain current addresses. From these students randomly select ____ students for each school year, 1974-75 through 1978-79.

Mailing the Questionnaire

4. On the outside cover of the questionnaire, write the student's name and address in the space provided.

5. On the first page of the questionnaire (Letter to Former Student),
   a. write the student's first name following "Dear" at the beginning of the letter.
   b. fill in the date the survey is to be returned to you, allowing two weeks for return.
   c. sign your name at the close of the letter. Include a brief personal note from you, if appropriate.
   d. write your school's current athletic classification (A,AA,AAA,AAAA, or AAAAA) and the school year for which you selected the student. Use spaces provided in the lower right corner.

6. Fold the cover of the survey so that the side addressed to the former student is on the outside. Staple or tape the cover, and mail.

Follow-Up Procedures

7. If a survey is returned unclaimed, randomly select another former student for that year, and send that former student the questionnaire.

8. If you have not heard from a former student in two weeks, send a follow-up letter. See sample forms attached. If you have not heard from the student within two weeks after the follow-up, randomly select another former student for that year.

9. When approximately half of the questionnaires have been returned to you, mail them to Texas Tech University in the enclosed postage paid envelope.

10. Mail the remaining questionnaires (including returns from follow-up and additional students selected) no later than the end of January.

APPENDIX G
SURVEY INSTRUMENT

OPINIONS OF FORMER STUDENTS REGARDING THE EFFECTIVENESS OF CONSUMER AND HOMEMAKING EDUCATION

Dear _____:

You have been selected to participate in a statewide study of the effectiveness of Consumer and Homemaking Education (homemaking, home economics, etc.).We need your opinions as a former student regarding the effectiveness of the Consumer and Homemaking Education classes you took in grades 9-12. The results of this study will be used to improve consumer and homemaking education at both the state and local level. To participate in this study, you should have completed more than one year of Consumer and Homemaking Education classes.

Please respond to each item on the questionnaire in this booklet. Part A of the questionnaire asks for background information about you. Part B asks general questions about your experiences in consumer and homemaking education classes. Part C gives you the opportunity to rate the usefulness of the knowledge and skills usually included in consumer and homemaking education classes. Part D gives you the opportunity to describe the benefits of the Consumer and Homemaking Education classes you took in grades 9-12 and give suggestions for improvement. Directions for completing items in each part are included in the questionnaire.

All responses will be treated confidentially. Your responses will be forwarded to project directors at Texas Tech University, but will not be reviewed by me.

Please complete the questionnaire and return it to me by _____. After the survey is completed, fold the cover so that the postpaid return address is on the outside flap, staple or tape the cover, and mail. Thank you so much for your help with this important project.

Sincerely,

Homemaking Teacher

School Year _____
School Classification _____

PART A: BACKGROUND INFORMATION

Directions: 1. For Items 1-2 write your name and phone number in the blanks provided. Ten percent of respondents will be contacted later by phone.
2. For Items 3-10 place an (X) in the category which best describes you; provide additional information if requested.

1. Name _____

2. Phone (_____) _____

3. Consumer and homemaking education courses taken in grades 9-12:

Comprehensive Courses	*Semester/Quarter Courses*
_____Homemaking I	_____Home and Family Living
_____Homemaking II	_____Home Furnishings
_____Homemaking III	_____Home Management
_____Homemaking IV	_____Child Development
	_____Consumer Education
	_____Home Nursing

4. Size of community in which you live:

_____0-2,500	_____10-001-30,000
_____2,501-6,000	_____30,001-100,000
_____6,001-10,000	_____Over 100,000

5. Highest educational level completed. (Write year of completion in correct blank):

_____9th grade	_____Voc-tech school	_____College senior
_____10th grade	_____College freshman	_____Bachlor's degree
_____11th grade	_____College sophmore	_____Master's degree
_____12th grade	_____College junior	_____Other (specify)
		_____

6. Employment status:

_____Full-time Homemaker	_____Employed full-time
_____Student	_____Employed part-time
_____Unemployed (seeking employment)	_____Military Status

If employed, what is your position? _____

7. Sex: _____Male _____Female

8. Ethnic heritage:

_____American Indian or Native Alaskan
_____Asian or Pacific Islander
_____Black, not of Hispanic origin
_____Hispanic
_____White, not of Hispanic origin

9. Marital Status:

_____Married	_____Separated	_____Widowed
_____Single	_____Divorced	

10. Number of children:

_____0	_____2	_____4
_____1	_____3	_____5 or more

PART B: GENERAL QUESTIONS

Directions: For Items 11-15 place an (X) by the word which best reflects your opinions of the consumer and homemaking education classes you took in grades 9-12.

11. Do you feel that your homemaking education classes have been helpful in your personal life?

_____Yes _____Somewha _____No

12. Do you feel that the knowledge and skills you gained in homemaking education have helped you as an employee (regardless of type job)?

_____Yes	_____No
_____Somewhat	_____Never employed

13. Were you a member of Future Homemakers of America when you were enrolled in homemaking education classes?

_____Yes _____No _____Not available in school

14. Did you complete any home experiences or home projects while you were enrolled in homemaking education classes?

_____Yes _____No _____Uncertain

15. Did your teacher visit your home while you were enrolled in homemaking education classes?

_____Yes _____No _____Uncertain

PART C: RATING SCALE

Directions: In the left column are knowledge and skills usually taught in homemaking education classes. 1) Circle in the second column, ***Not Covered***, if the item was not covered in the classes in which you enrolled. 2) If the knowledge and skills item was included in your homemaking education classes, circle 1, 2, 3, 4, or 5 in the appropriate column to indicate its ***usefulness*** in your personal life. 3) If you have had no personal experience related to the item, circle (0) in the last column, ***No Experience. CIRCLE ONLY ONE RESPONSE FOR EACH ITEM.***

X = Not Covered
5 = Very Useful
4 = Useful
3 = Of Some Use
2 = Of Little Use
1 = Of No Use
0 = No Experience

KNOWLEDGE AND SKILLS	Not Covered	Very Useful	Useful	Of Some Use	Of Little Use	Of No Use	No Experience
CHILD DEVELOPMENT							
1. Understanding tasks and responsibilities of parents	X	5	4	3	2	1	0
2. Identifying emotional factors related to parenting	X	5	4	3	2	1	0
3. Evaluating expenses required during the prenatal and postnatal period	X	5	4	3	2	1	0
4. Managing resources effectively to meet children's needs	X	5	4	3	2	1	0
5. Applying consumer skills to provision of housing, equipment, clothing, food, medical and child care for infants and young children	X	5	4	3	2	1	0
6. Providing prenatal and postnatal care for mother and infant	X	5	4	3	2	1	0
7. Understanding the principles of prenatal and neonatal development	X	5	4	3	2	1	0
8. Understanding factors influencing the infant's and child's development	X	5	4	3	2	1	0
9. Promoting physical, cognitive, social, emotional, and personality development of children	X	5	4	3	2	1	0
10. Promoting the development of exceptional children	X	5	4	3	2	1	0
11. Relating principles of human development to specific children	X	5	4	3	2	1	0
12. Understanding effects of heredity and environment on personal characteristics	X	5	4	3	2	1	0
13. Promoting children's health and safety	X	5	4	3	2	1	0
14. Understanding children's roles in the family	X	5	4	3	2	1	0
15. Developing quality relationships with children	X	5	4	3	2	1	0
16. Understanding principles and methods of effective guidance	X	5	4	3	2	1	0
17. Promoting child's development and learning through play and activities	X	5	4	3	2	1	0
18. Providing quality care for infants and young children	X	5	4	3	2	1	0
19. Evaluating child care in terms of children's basic needs	X	5	4	3	2	1	0
20. Locating community resources available to children and their families	X	5	4	3	2	1	0
21. Determining society's role in protecting and meeting the needs of children	X	5	4	3	2	1	0

KNOWLEDGE AND SKILLS	Not Covered	Very Useful	Useful	Of Some Use	Of Little Use	Of No Use	No Experience
22. Identifying laws and regulations related to children	X	5	4	3	2	1	0
23. Exploring careers and job opportunities related to child development	X	5	4	3	2	1	0
CLOTHING AND TEXTILES							
1. Understanding significance of clothing to individuals	X	5	4	3	2	1	0
2. Recognizing fashion trends	X	5	4	3	2	1	0
3. Relating knowledge of textiles to clothing	X	5	4	3	2	1	0
4. Exploring textile and apparel designing, manufacturing, and merchandising	X	5	4	3	2	1	0
5. Managing resources effectively in providing clothing for the individual and family	X	5	4	3	2	1	0
6. Planning an appropriate wardrobe to meet individual needs	X	5	4	3	2	1	0
7. Relating elements and principles of design to clothing	X	5	4	3	2	1	0
8. Selecting appropriate clothing designs for the individual	X	5	4	3	2	1	0
9. Utilizing consumer skills in purchasing clothing and accessories	X	5	4	3	2	1	0
10. Planning clothing construction projects to meet individual needs	X	5	4	3	2	1	0
11. Applying consumer skills to purchasing patterns, fabrics, notions, and sewing equipment	X	5	4	3	2	1	0
12. Using patterns to create customized garments for individuals	X	5	4	3	2	1	0
13. Constructing garment using appropriate techniques and procedures	X	5	4	3	2	1	0
14. Fitting garments to the individual	X	5	4	3	2	1	0
15. Altering ready-made garments	X	5	4	3	2	1	0
16. Using appropriate pressing equipment and techniques	X	5	4	3	2	1	0
17. Managing clothing care and storage	X	5	4	3	2	1	0
18. Applying consumer skills to purchasing clothing care services and products	X	5	4	3	2	1	0
19. Identifying laws and consumer protection services related to clothing and textiles	X	5	4	3	2	1	0
20. Relating grooming and apparel to job success	X	5	4	3	2	1	0
21. Exploring careers and job opportunities related to clothing and textiles	X	5	4	3	2	1	0
CONSUMER EDUCATION							
1. Determining economic forces affecting the family	X	5	4	3	2	1	0
2. Relating financial management to the family life cycle	X	5	4	3	2	1	0
3. Identifying factors which influence resources available to the individual or family	X	5	4	3	2	1	0
4. Determining individual/family spending pattern	X	5	4	3	2	1	0
5. Developing a workable budget or spending plan	X	5	4	3	2	1	0
6. Using consumer resources effectively	X	5	4	3	2	1	0
7. Applying management principles to consumer decisions	X	5	4	3	2	1	0
8. Making effective consumer decisions regarding housing, home furnishings, equipment, clothing, food, transportation and services	X	5	4	3	2	1	0

KNOWLEDGE AND SKILLS	Not Covered	Very Useful	Useful	Of Some Use	Of Little Use	Of No Use	No Experience
9. Determining factors which influence consumer purchasing	X	5	4	3	2	1	0
10. Utilizing effective procedures for purchasing goods and services	X	5	4	3	2	1	0
11. Using banking services in managing family finances	X	5	4	3	2	1	0
12. Using credit wisely	X	5	4	3	2	1	0
13. Understanding types of savings and investments	X	5	4	3	2	1	0
14. Analyzing insurance needs and alternatives of individuals and families	X	5	4	3	2	1	0
15. Determining responsibilities and benefits of taxation	X	5	4	3	2	1	0
16. Maintaining family financial records	X	5	4	3	2	1	0
17. Determining how the American market system functions	X	5	4	3	2	1	0
18. Relating the roles of the consumer to the American economy	X	5	4	3	2	1	0
19. Relating government legislation to consumer protection	X	5	4	3	2	1	0
20. Identifying agencies and organizations providing consumer protection	X	5	4	3	2	1	0
21. Identifying laws and regulations affecting consumers	X	5	4	3	2	1	0
22. Exploring careers and job opportunities related to consumer education	X	5	4	3	2	1	0
FOOD AND NUTRITION							
1. Exploring world nutrition problems and developments	X	5	4	3	2	1	0
2. Recognizing the nutritional status of Americans	X	5	4	3	2	1	0
3. Understanding the social and cultural significance of food	X	5	4	3	2	1	0
4. Analyzing food trends	X	5	4	3	2	1	0
5. Understanding factors affecting food choices	X	5	4	3	2	1	0
6. Relating energy needs of the body to weight control	X	5	4	3	2	1	0
7. Understanding sources and functions of nutrients needed by the body	X	5	4	3	2	1	0
8. Determining basic nutrition requirements of individuals	X	5	4	3	2	1	0
9. Improving personal nutrition practices	X	5	4	3	2	1	0
10. Applying nutrition principles to dietary needs throughout the life cycle	X	5	4	3	2	1	0
11. Planning foods to meet special dietary needs of individuals	X	5	4	3	2	1	0
12. Planning nutritious meals and snacks for individual, family, or guests	X	5	4	3	2	1	0
13. Applying consumer skills to food buying	X	5	4	3	2	1	0
14. Managing meal preparation, and food service	X	5	4	3	2	1	0
15. Using safe and sanitary practices in food storage and preparation	X	5	4	3	2	1	0
16. Relating chemicals and physical properties of foods to selection and preparation	X	5	4	3	2	1	0
17. Arranging work areas for food preparation	X	5	4	3	2	1	0

KNOWLEDGE AND SKILLS	Not Covered	Very Useful	Useful	Of Some Use	Of Little Use	Of No Use	No Experience
18. Selecting energy efficient kitchen equipment to meet family needs	X	5	4	3	2	1	0
19. Using kitchen equipment effectively	X	5	4	3	2	1	0
20. Using appropriate table manners when eating	X	5	4	3	2	1	0
21. Conserving and preserving food	X	5	4	3	2	1	0
22. Recognizing food fads, deceptions and facts	X	5	4	3	2	1	0
23. Using reliable sources of food and nutrition information	X	5	4	3	2	1	0
24. Identifying local, state, and federal nutrition programs	X	5	4	3	2	1	0
25. Identifying consumer protection services related to food and nutrition	X	5	4	3	2	1	0
26. Identifying laws and regulations related to food and nutrition	X	5	4	3	2	1	0
27. Exploring careers and job opportunities related to food and nutrition	X	5	4	3	2	1	0
HOME AND FAMILY LIVING							
1. Determining the interrelationship of culture and the family	X	5	4	3	2	1	0
2. Determining the role of the family in the social structure	X	5	4	3	2	1	0
3. Identifying interrelationships of the family and the community	X	5	4	3	2	1	0
4. Recognizing the impact of change on families	X	5	4	3	2	1	0
5. Relating consumer and management skills to family relationships	X	5	4	3	2	1	0
6. Developing appreciation of self, family, peers, and community members	X	5	4	3	2	1	0
7. Recognizing individual needs at various stages of development	X	5	4	3	2	1	0
8. Developing social and emotional maturity	X	5	4	3	2	1	0
9. Maintaining mental health	X	5	4	3	2	1	0
10. Developing a personal philosophy of life	X	5	4	3	2	1	0
11. Developing skills for interacting in groups and with special individuals	X	5	4	3	2	1	0
12. Determining factors which influence relationships with peers, children and older adults	X	5	4	3	2	1	0
13. Understanding development of self and family members	X	5	4	3	2	1	0
14. Adjusting to single adulthood	X	5	4	3	2	1	0
15. Determining commitments and adjustments necessary for marriage	X	5	4	3	2	1	0
16. Recognizing the basic roles and functions of the family and its members	X	5	4	3	2	1	0
17. Determining rights and responsibilities of family members	X	5	4	3	2	1	0
18. Understanding potential emotional effects of parenthood on marriage and family life	X	5	4	3	2	1	0
19. Determining the costs of child rearing	X	5	4	3	2	1	0
20. Coping with special parenting situations	X	5	4	3	2	1	0

KNOWLEDGE AND SKILLS	Not Covered	Very Useful	Useful	Of Some Use	Of Little Use	Of No Use	No Experience
21. Recognizing possible adjustments, problems, and rewards at each stage of the family life cycle	X	5	4	3	2	1	0
22. Examining support systems available at each stage of the life cycle	X	5	4	3	2	1	0
23. Identifying factors affecting relationships within the family	X	5	4	3	2	1	0
24. Managing family problems and crises	X	5	4	3	2	1	0
25. Identifying family-related laws	X	5	4	3	2	1	0
26. Determining the effects of career choice on the family life	X	5	4	3	2	1	0
27. Relating quality of family life to job and career success	X	5	4	3	2	1	0
28. Exploring careers and job opportunities related to home and family living	X	5	4	3	2	1	0
HOME MANAGEMENT							
1. Determining influences on family management practices	X	5	4	3	2	1	0
2. Identifying factors affecting decisions and management	X	5	4	3	2	1	0
3. Making effective decisions for managing the home and family	X	5	4	3	2	1	0
4. Identifying available family resources	X	5	4	3	2	1	0
5. Managing resources available to achieve personal and family goals	X	5	4	3	2	1	0
6. Utilizing family resources effectively	X	5	4	3	2	1	0
7. Adapting management practices throughout family life cycle	X	5	4	3	2	1	0
8. Determining family members' roles and responsibilities in managing resources	X	5	4	3	2	1	0
9. Establishing criteria for effective management	X	5	4	3	2	1	0
10. Applying management principles and procedures to personal and family living	X	5	4	3	2	1	0
11. Utilizing time, energy, resources and skills in managing a home and family	X	5	4	3	2	1	0
12. Managing to achieve personal and family goals	X	5	4	3	2	1	0
13. Applying management principles to feeding, clothing, housing, transporting, and obtaining services for the family	X	5	4	3	2	1	0
14. Managing household tasks and home maintenance	X	5	4	3	2	1	0
15. Applying work simplification principles to household tasks	X	5	4	3	2	1	0
16. Managing family leisure time	X	5	4	3	2	1	0
17. Managing multiple roles in homemaking and wage earning	X	5	4	3	2	1	0
18. Adapting to change in today's society	X	5	4	3	2	1	0
19. Identifying community resources related to home management	X	5	4	3	2	1	0
20. Exploring careers and job opportunities related to home management	X	5	4	3	2	1	0

KNOWLEDGE AND SKILLS	Not Covered	Very Useful	Useful	Of Some Use	Of Little Use	Of No Use	No Experience
HOME NURSING							
1. Identifying characteristics of a healthy person	X	5	4	3	2	1	0
2. Promoting personal health of family members	X	5	4	3	2	1	0
3. Recognizing factors influencing family health decisions	X	5	4	3	2	1	0
4. Identifying health and safety needs of individual family members	X	5	4	3	2	1	0
5. Identifying community health resources available to the family	X	5	4	3	2	1	0
6. Applying management principles to family health and safety	X	5	4	3	2	1	0
7. Determining methods for providing a safe and sanitary environment	X	5	4	3	2	1	0
8. Preparing for home emergencies	X	5	4	3	2	1	0
9. Utilizing first-aid procedures in home emergencies	X	5	4	3	2	1	0
10. Locating community resources for assistance in emergencies	X	5	4	3	2	1	0
11. Developing skills needed for home nursing	X	5	4	3	2	1	0
12. Providing home health care during pregnancy and postpartum	X	5	4	3	2	1	0
13. Providing home health care for the infant and child	X	5	4	3	2	1	0
14. Exploring the causes, symptoms, transmission, and prevention of communicable diseases	X	5	4	3	2	1	0
15. Outlining procedures for home care of sick and convalescent patients	X	5	4	3	2	1	0
16. Outlining procedures for the care of the family member with a long-term illness	X	5	4	3	2	1	0
17. Providing home health care for the aged	X	5	4	3	2	1	0
18. Adjusting to family health problems	X	5	4	3	2	1	0
19. Investigating alternatives to home health care	X	5	4	3	2	1	0
20. Evaluating factors affecting community health	X	5	4	3	2	1	0
21. Assessing the impact of community health measures	X	5	4	3	2	1	0
22. Identifying major health concerns of Americans	X	5	4	3	2	1	0
23. Outlining services of public health organizations	X	5	4	3	2	1	0
24. Exploring factors contributing to world health problems	X	5	4	3	2	1	0
25. Exploring careers and job opportunities related to home nursing	X	5	4	3	2	1	0
HOUSING AND HOME FURNISHINGS							
1. Exploring the impact of housing and home furnishings on the individual and family	X	5	4	3	2	1	0
2. Comparing housing alternatives available to individuals and families now and in the future	X	5	4	3	2	1	0
3. Identifying factors influencing housing for individuals and families	X	5	4	3	2	1	0
4. Determining the cost of establishing a home	X	5	4	3	2	1	0
5. Selecting appropriate housing for the individual or family in terms of needs, wants and income	X	5	4	3	2	1	0

KNOWLEDGE AND SKILLS	Not Covered	Very Useful		Useful		Of Some Use		Of Little Use		Of No Use		No Experience
6. Exploring housing alternatives to meet special requirements of very young, disabled, or aged family members	X	5		4		3		2		1		0
7. Applying consumer skills to purchasing housing, home furnishings and equipment	X	5		4		3		2		1		0
8. Evaluating methods of paying for housing	X	5		4		3		2		1		0
9. Relating elements and principles of design to housing and home furnishings	X	5		4		3		2		1		0
10. Relating knowledge of textiles to home furnishings	X	5		4		3		2		1		0
11. Planning housing, furnishings, and equipment to meet individual and family needs	X	5		4		3		2		1		0
12. Evaluating furniture design	X	5		4		3		2		1		0
13. Selecting and caring for home furnishings and equipment	X	5		4		3		2		1		0
14. Arranging space and furnishings to meet individual and family needs	X	5		4		3		2		1		0
15. Planning storage and work areas to meet individual and family needs	X	5		4		3		2		1		0
16. Creating pleasing interior designs	X	5		4		3		2		1		0
17. Determining home maintenance responsibilities	X	5		4		3		2		1		0
18. Acquiring home maintenance skills	X	5		4		3		2		1		0
19. Exploring alternatives and costs of home renovation and remodeling	X	5		4		3		2		1		0
20. Examining the interrelationship of housing and the economy	X	5		4		3		2		1		0
21. Understanding laws and regulations related to housing, home furnishings, and equipment	X	5		4		3		2		1		0
22. Identifying agencies and organizations concerned with housing, home furnishings, and equipment	X	5		4		3		2		1		0
23. Exploring careers and job opportunities related to housing and home furnishings	X	5		4		3		2		1		0

PART D: BENEFITS AND SUGGESTIONS

Directions: Write your responses to Items 1-3 in the spaces provided.

1. Describe three ways homemaking education classes have helped you personally.
   a.

   b.

   c.

KNOWLEDGE AND SKILLS

2. Describe three ways homemaking education classes have helped you as an employee.
   a.

   b.

   c.

3. What suggestions do you have for improving homemaking education classes?
   a.

   b.

   c.

Appendix H
Telephone Interview

NAME_____

PHONE_____

1. How would you describe the benefits of Consumer and Homemaking Education to you as a homemaker?

2. How would you describe the benefits of Consumer and Homemaking Education to you as an employee?

3. The major areas in Consumer and Homemaking Education are: Child Development, Clothing and Textiles, Consumer Education, Food and Nutrition, Home and Family Living, Home Management, Home Nursing, and Housing and Home Furnishings.
   a. Of these areas, which have helped you the most?

   b. Have you had difficulty in any of these areas?

4. What suggestions do you have for improving Consumer and Homemaking Education?

APPENDIX I
BENEFITS AND SUGGESTIONS
SAMPLE RESPONSES

1. Describe three ways homemaking education classes have helped you personally.

CHILD DEVELOPMENT

Knowing the developmental stages of children has been very useful in understanding their behavior and emotions. Hispanic female, 1978.

Child development introduced me to FAS (Fetal Alcohol Syndrome). White female, 1979.

CLOTHING AND TEXTILES

Homemaking has helped me clothe my family through my sewing. White female, 1975.

Sewing gave me the ability to understand patterns and directions so I could make an article of clothing in a shorter period of time. This gave me more changes for work. Hispanic female, 1977.

CONSUMER EDUCATION

It helped me learn how to save money and budget. White female, 1976.

I am a better consumer because of my home economics classes. White female, 1977.

My consumer education class made me much more aware as a consumer. White female, 1977.

FOOD AND NUTRITION

Homemaking education helped me in preparing meals that are well balanced and to purchase meat and fruits in quality form. White female, 1977.

It helped me know how to cook well-balanced meals for my family. White female, 1975.

HOME AND FAMILY LIVING

I learned how to care for my family the way they should be taken care of. White female, 1979.

When I do have a family, I feel I'll be better prepared because of what I've learned. White female, 1978.

I learned about the decisions facing me as a parent. White male, 1978.

HOME MANAGEMENT

Homemaking taught me responsibility in running a household. White female, 1976.

It helped me to run my budget wisely. White female, 1975.

Homemaking classes have helped me to run a more efficient household. White female, 1977.

It taught me to budget my money and manage my savings account. White male, 1978.

HOUSING AND HOME FURNISHINGS

It has helped me in decorating my home and selecting the best furnishings for the money. White female, 1978.

I was able to plan the decor in my new house. White female, 1978.

I learned the different ways to arrange furniture and to coordinate lines and colors. Also, I know how to bring out a color that was not noticed. White female, 1978.

OTHER

Homemaking helped me to know what to expect in life and how to avoid problems. White female, 1979.

Homemaking taught me how to care for my grandparents. American Indian female, 1976.

It taught me to really care for myself without the aid of mother or father. White male, 1978.

My classes expanded my interests and experiences. Black female, 1978.

I am a home economics major. Homemaking helped me decide on my future. White female, 1978.

Home economics classes helped me to better face the changing values of society and to cope with the various roles that we play. White female, 1977.

2. Describe three ways homemaking education classes have helped you as an employee.

CHILD DEVELOPMENT

I am a resource teacher and I feel my knowledge in homemaking is helping to promote physical, cognitive, social, emotional, and personal development in my students. White female, 1974.

Child development plays a large role in my career as a special education teacher. White female, 1975.

CLOTHING AND TEXTILES

Clothing helped me in planning, making, and caring for my wardrobe. I think it is very important to look professional in a job. White female, 1976.

If you understand the ways clothes are constructed, you can be a reliable sales clerk. White female, 1978.

Knowing about clothing and fabrics has helped me while being employed at a dry cleaners. Hispanic female, 1975.

The sewing class taught me about fashions so I know what to wear to work. White female, 1978.

CONSUMER EDUCATION

When buying for the office, I know to shop around for the best deals for the best performance. White female, 1978.

Understanding the needs of consumers has been very helpful in the retail business. White female, 1976.

FOOD AND NUTRITION

I work in a grocery store and am able to help customers with recipes and cost saving tips. White female, 1978.

HOME AND FAMILY LIVING

It helped me understand my co-workers and be a better worker myself. White female, 1976.

It taught me job responsibility. White female, 1976.

I am better able to deal with the public. White female, 1978.

Homemaking classes have helped me as an employee to understand people more. White female, 1977.

HOME MANAGEMENT

I am able to understand the finances of a large company better. White female, 1978.

Homemaking helped me in purchasing merchandise for my store. White female, 1977.

HOUSING AND HOME FURNISHINGS

Homemaking classes taught me to use my decorative skills. White female, 1977.

OTHER

Homemaking education classes offered me new career opportunities. White female, 1976.

Homemaking education established a sound foundation for my college course work in home economics. White female, 1975.

Homemaking taught me to do the best work I can possibly do. Black female, 1978.

It helped me in selecting a career suited for myself. White female, 1979.

3. What suggestions do you have for improving homemaking education classes?

TEACHING/LEARNING EXPERIENCES

There should be more home experiences. White female, 1979.

We only had two semesters of sewing and we needed more to be able to fashion clothes accordingly. White female, 1978.

Home Economics is not to be taken lightly. It is a very beneficial subject to all students. White female, 1978.

OBJECTIVES(RELEVANCE)

There needs to be more on money management. White female, 1975.

Textbooks and materials should be updated for today's life styles. Hispanic female, 1978.

Perhaps there should be more emphasis on pregnancy and child care. White female, 1976.

CONTENT, MATERIALS, RESOURCES

Sex Education would be an advantage for today's society. White female, 1978.

Family planning should be a larger part of the study. White female, 1978.

Books and other information should be updated. Black, female, 1978.

OTHER

I feel individuals should be made aware of all areas of homemaking education so they can briefly have some knowledge of all areas. White male, 1978.

Classes should be longer and more in depth. Hispanic female, 1977.

Continue eliminating sex-stereotyping in texts, filmstrips, and activities. White female, 1977.

Involve capable students in curriculum planning. White female, 1977.

In my school, classes were only 50 minutes long. This is much too short for homemaking classes. They should be at least 1½ to 2 hours long. Black female, 1975.